

Ph.D. Specialization in Educational Psychology

Graduate Handbook



Department of Educational and Psychological Studies
College of Education
University of South Florida
Tampa, Florida

Table of Contents

I.	The University, College, and Department Description.....	4
II.	Program Specialization Description and Goals.....	5
	a. Program Specialization Description	
	b. Program Specialization Goals	
	c. Our Commitment to Students	
	d. Student Research Engagement	
	e. Student Teaching Engagement	
	f. Residency	
III.	Course Overview, Sequence, and Description.....	8
	a. Course Overview	
	b. Course Sequence	
	c. Description of Required Educational Psychology Courses	
	d. List of Cognates	
	e. List of Social Foundations Course Options	
IV.	Development of a Student’s Program and Responsibilities.....	14
	a. Development of a Student's Program	
	b. Responsibilities of Major Professor	
	c. Responsibilities of Committee Members	
	d. Student Responsibilities	
	e. Change of Advisor	
V.	Student and Program Evaluation.....	16
	a. Policies and Practices for Student Evaluation	
	b. Comprehensive System of Assessment	
	c. Student Evaluation of Knowledge and Research Competencies	
	i. Course Grades	
	ii. Academic Probation	
	iii. Graduate Student Annual Portfolio	
	iv. Qualifying Examination	
	v. Admission to Candidacy	
	d. Ethical and Professional Conduct	
	i. Academic Integrity	
	e. Program Evaluation	
	i. Student Evaluation of the Program	
	ii. Faculty Evaluation of the Program	
VI.	The Doctoral Dissertation.....	24
	a. Overview	
	b. Preparation and Development of the Dissertation	
	c. Organization of the Dissertation	
	d. Dissertation Rubric	

VII.	Protection of Student Rights.....	35
	a. The Protection of Student Rights	
	b. Equal Opportunity Complaint Procedure	
	c. Grievance Procedure	
VIII.	Financial Aid.....	38
	a. Overview	
	b. Loans	
	c. Assistantships, Fellowships, Scholarships and Tuition Waivers	
	d. Diverse Student Success Fellowships	
IX.	Overview of Program Faculty.....	42
	a. Overview of Faculty Structure	
	b. Program Core Faculty	
	c. Affiliated Faculty	
X.	The Graduate School Program.....	50
	a. Availability of Courses	
	b. Information Available on Graduate School Policies and Procedures Website	
	c. Academic Policies	
	d. Incomplete (“I”) Grade Policy	
	e. Missing (“M”) Grades	
	f. Continuing Registration Grades (“Z”)	
	g. Student Leave Policy	
	h. Registration Information	
XI.	Appendix A: Graduate Student Annual Review Document	55

Note: This handbook is the official policy document for those who are completing a Ph.D. Specialization in Educational Psychology at the University of South Florida. The information in this handbook has been adopted and approved by the Educational Psychology faculty members who work with doctoral students. This handbook provides information regarding the Ph.D. Specialization in Educational Psychology requirements. For other questions regarding college or graduate school level requirements or opportunities, please refer to the college of education website (www.coedu.usf.edu) and graduate school website (www.grad.usf.edu/) for the most current information and resources.

Students entering the Ph.D. Specialization in Educational Psychology must comply with all policies stated in the Handbook dated the year of their entry into the Program. Any exceptions to the policies in the Handbook must be approved, in writing, by the Educational Psychology faculty members, the student’s degree program committee, or both.

I. THE UNIVERSITY, COLLEGE, AND DEPARTMENT DESCRIPTION

The University of South Florida is a high-impact, global research university dedicated to student success. USF is classified by the Carnegie Foundation for the Advancement of Teaching in the top tier of research universities, a distinction attained by only 2.2 percent of all universities. Currently, USF is ranked 44th in total research expenditure and 34th in federal research expenditures for public universities by the National Science Foundation. The USF System has an annual budget of \$1.5 billion, an annual economic impact of \$3.7 billion, and serves 47,000 students in Tampa, St. Petersburg, and Sarasota-Manatee. This top-tier research university environment supports the work conducted within the Educational Psychology Program.

USF's College of Education (COEDU) is accredited by the National Council for Accreditation of Teacher Education (NCATE). It has approximately 4,400 students enrolled in bachelors', masters', and doctoral degree programs. COEDU faculty garnered research funding averaging over \$22 million annually during the past 5 years. The student body is highly diverse with a large number of degrees awarded to international students, African-American students, and Latino/Hispanic students. For more information, go to: www.coedu.usf.edu or go to: [iTunes.usf.edu](https://itunes.apple.com/us/app/usf-coedu/id123456789). The strength of diversity and the push for funded research through grants also are evident in the work conducted within the Educational Psychology Program.

The Educational and Psychological Studies Department has a strong tradition of scholarship, quality teaching and mentoring, commitment to diversity, and service to colleagues within the College, University, local P-12 schools, Global Partnerships, and professional associations.

II. PROGRAM SPECIALIZATION DESCRIPTION AND GOALS

Program Specialization Description

The Doctor of Philosophy (Ph.D.) specialization in Educational Psychology consists of a minimum of 70 semester credit hours beyond the master's degree. The core program includes the College of Education's Common Core course Philosophies of Inquiry (3 credits), research methods and statistics (11 credits minimum), a Social Foundations course (3 credits), four one-hour research practicum classes (4 credits), four one-hour professional seminars (4 credits), a teaching supervision course (1 credit), and a minimum of 12 credits of dissertation research. The program includes strong mentorship and carefully sequenced Educational Psychology content courses (20 credits). The core program will lead students to gain competencies necessary to become independent researchers and to gain an understanding of learning and child and adolescent development. The program includes a cognate (12 credits). This cognate can either enhance the breadth of students' knowledge or can help students to develop expertise with a particular age group (e.g., early childhood, adolescence), research methods they will employ in their own research (e.g., statistics), or an in-depth understanding of a particular content area (e.g., reading, math education).

Program Specialization Goals

The primary goals for the Ph.D. Specialization in Educational Psychology are to help students:

1. Acquire a deep understanding of how children and adolescents learn and develop that is rooted within a lifespan perspective. This critical knowledge base will help students in the future as they prepare effective future educators and educational professionals in all contexts.
2. Have a broad range of experiences in the application of psychological theories and research to educational problems. The students' individualized expertise will be developed and will be cultivated from the matched interest of the student and his/her faculty mentor.
3. Develop a solid foundation that helps the student to integrate theory, research, and practice and strengthen their commitment to producing excellent, cutting-edge research and scholarship with potential collaborations in local and global contexts.

Upon successful completion of the program, graduates will be prepared to pursue academic positions in Educational Psychology and related fields in competitive, research- and teaching-focused colleges and universities. Students will also be prepared to pursue a career in a variety of government and non-profit sectors at the local, national and international levels, including consulting for research-based and educational companies as well as K-12 school districts.

Our Commitment to Students

The faculty is dedicated to producing educational psychologists who are knowledgeable in the field. Our commitment for providing students with a high-quality education is demonstrated by the following policies and procedures:

1. Selecting outstanding students whose professional goals match the interests of the educational psychology faculty members through careful admission procedures.
2. Providing a well-organized, sequenced, and explicit curriculum in order to clearly communicate program expectations to students and their progress in relation to these expectations.
3. Ensuring a small student body in order to maximize the frequency and quality of student-faculty contact.
4. Using a research mentorship model, where students' research skills are developed not only through courses but also by working one-on-one with a faculty mentor.
5. Establishing clear research guidelines and research competencies in order to increase the likelihood that students will engage in positive, purposeful, and productive research.
6. Requiring graduate students' annual reviews to be submitted to faculty in the program each May to help ensure regular assessment of student progress. Students receive written feedback about their progress toward meeting the program goals in the previous year and the goals they set for the upcoming year.

Student Research Engagement

Students are provided with multiple opportunities to engage in research. Students are expected to be engaged in research every semester they are enrolled in the program. Students initially work in their major professor's research laboratory, and they assume increased independence each year as they move towards conducting their own research.

Research competencies that students will gain include but are not limited to:

1. familiarity with research journals,
2. knowledge of ethical research practice and IRB training,
3. knowledge of research design and methods,
4. synthesize a field of research,
5. identify a program of research,
6. co-author conference proposals,
7. co-author a publishable manuscript,
8. write a grant or apply for funding for dissertation-level research.

The goal is for students to graduate from the program with at least one publication and to be competitive applicants for jobs in a variety of educational contexts and settings.

Student Teaching Engagement

Students are provided with multiple opportunities to engage in teaching. The program includes strong mentorship and opportunities for qualified students to engage in teaching at the undergraduate level. All qualified students may engage in teaching through serving as a teaching assistant or as an instructor for courses. The current list of courses that Teaching Assistants may teach includes:

1. EDF 3122: Learning and the Developing Child (3 credits)
2. EDF 3214: Human Development and Learning (3 credits; Secondary Ed)
3. EDF 3228: Human Behavior and Environmental Selection (3 credits)
4. EDF 4124: Child Growth and Learning (3 credits)
5. EDP 3273: Learning and Development within a School Context (3 credits; Elementary Ed)

- 6. EDP 3271: Child Development within a School Context (1 credit)
 EDP 3272: Learning within a School Context (1 credit)
 EDP 4275: Enhancing Children's Learning and Development within a School Context (1 credit) **Note:** These three one-credit courses are taught in a sequence spanning across three semesters (Special Education).

Students complete coursework aimed at helping them to improve their knowledge and skills in teaching at the collegiate level (EDF 7946). Students complete EDF 7946 simultaneously with their first independent teaching experience. Students work one-on-one with a faculty member to develop the skills necessary to become effective teachers at the college level and to grow as educators and educational professionals. The goal is for students to graduate from the program with enough teaching experience to be competitive for a tenure-earning position, other positions in academic settings, or other positions in a variety of educational contexts and settings.

Residency

Full-time study is required of all Ph.D. students at least until they complete all coursework and Qualifying Exams and have only the Dissertation research to complete. Students must be enrolled for a minimum of two dissertation research credit hours every semester (including summer) until the successful completion of their dissertation.

Minimally, this will involve two years of full-time study. Full-time study involves a minimum of 9 semester hours of coursework per semester during the Fall/Spring semesters and 6 semester hours during the summer. Residency involves consecutive academic semesters of full-time study; students are allowed assistantship work or a part-time job up to 20 hours per week during residency. Students working in psychology-related positions outside of the University must have these positions approved in advanced to ensure practice within all appropriate ethical guidelines. The Program Coordinator must be notified in writing of all gainful employment engaged in by students throughout their studies when that employment exceeds six hours per week.

III. COURSE OVERVIEW, SEQUENCE, AND DESCRIPTION

Course Overview

We have established two key attributes that define all of the courses that are offered in the proposed Ph.D. specialization in Educational Psychology. As we develop any future courses for the program, we will adhere to these principles.

1. The courses have a structure and a set of requirements that focus at least 60 hours of class time for a 4-credit course. They include what are considered key issues in psychological foundations of education. “Key issues” stretch beyond an individual professional concern and involve “big questions” about how children, adolescents, and young adults develop and learn in school and other educational settings. Educators need to have a deep knowledge of context-level forces that impinge broadly on human development and learning as well as person-level psychological factors that influence the learning process at any given point in time. For example, educators need to have a deep understanding of how various factors influence learning, including cognitive and metacognitive factors, motivational and affective factors, developmental and social factors (American Psychological Association [APA] Board of Educational Affairs, 1997). In order to maximize learning, educators must be sensitive to individual differences in learning and development as well as group differences associated with linguistic, cultural, and social backgrounds (APA Board of Educational Affairs, 1997). Thus, a deep understanding of developmental and learning processes grounded in the best traditions of theory and research is critical for the preparation of future educators and should be provided by doctoral psychological foundations courses. Further, psychological foundations courses go beyond method and measurement courses with regard to the application of research within educational settings. Students learn to evaluate studies according to principles of research and the appropriate measurement and explore alternative methods for investigating questions of interest within the area of study.
2. Courses include a reading list that accurately represents an important part of the psychological foundations literature. While no single course can represent the breadth and complexity of research articles and books relating to the field of education generally and to the area of psychological foundations specifically, each doctoral psychological foundations course nonetheless requires students to engage with an important slice of the research literature that focuses on key issues and questions in the field. In psychological foundations courses, students gain proficiency in the research literature in psychology. Students learn to consult and to critique primary research rather than to use secondary sources exclusively. They also learn to write APA style papers.

Pre-Requisites: Completion of the Master's Degree or its equivalent.

The Ph.D. program has the following structure:

Summary of Minimum Required Classes

5 Required Educational Psychology Content Classes:	20 credit hours
Research Practicum:	4 credit hours minimum
Professional Seminar:	4 credit hours minimum
Supervised Teaching Class:	1 credit hour
Cognate:	12 credit hours
Philosophies of Inquiry	3 credit hours
Statistics Classes:	11 credit hours minimum
Social Foundations Class:	3 credit hours
Dissertation Credits:	12 credit hours
Total Hours Required	70 credit hours

Notes:

- Other courses are under development. One or more of these courses that are offered by the Educational Psychology Program Faculty or affiliated faculty may be substituted for one or more of the core courses with the student's Committee's Approval.
- Up to 6 credits of EDG 7910 taken during the semester the student passes the qualifying exam may be converted to EDF 7980, dissertation credits.
- Before a student can proceed to candidacy, all coursework and the qualifying examination must be successfully completed (Note: see College of Education deadlines).
- Students will have to retake any course in which a "C" or lower is earned. Students earning one "C" will be put on probation.
- Students are required to maintain a minimum of a 3.0 GPA or will be put on probation.
- The student's committee members and program of study should already be in place by the beginning of the second year of study at the doctoral level.
- Time limit: Four academic years from matriculation to qualifying exam, 4 academic years from candidacy to obtaining doctoral degree.

Course Sequence

1st Semester

EDF 7357	Applications of Developmental Theories (DeMarie) – 4 credits
EDF 7138	Adolescent Development (Kiefer) – 4 credits
EDF 6407	Statistical Analysis for Educational Research I – 4 credits (may be exempt if taken at the master's level)
EDF 7930	Professional Seminar (Educational Psychology Faculty) – 1 credit
EDF 7947	Research Practicum (one Educational Psychology faculty member) – 1 credit

2nd Semester

EDG 7067	Philosophies of Inquiry – 3 credits
EDF 7265	Psychology of Oral and Written Language Development (López) – 4 credits
EDF 7408	Statistical Analysis for Educational Research II – 4 credits

EDF 7930 Professional Seminar (Educational Psychology Faculty) – 1 credit
 EDF 7947 Research Practicum (completed with one Educational Psychology faculty member who is the student's mentor) – 1 credit

3rd Semester

EDF 7359 Resilience in Human Development (Tan) – 4 credits
 EDF 7930 Professional Seminar (Educational Psychology Faculty) – 1 credit
 EDF 7947 Research Practicum (one Educational Psychology faculty mentor) – 1 credit
 EDF 7410 Designs of Systematic Studies in Education – 4 credits
 1st Cognate Class – 3 or 4 credits

4th Semester

EDF 7145 Cognitive Issues in Instruction (DeMarie or other) – 4 credits
 EDF 7930 Professional Seminar (Educational Psychology Faculty) – 1 credit
 EDF 7947 Research Practicum (one Educational Psychology faculty mentor) – 1 credit
 2nd Cognate Class – 3 or 4 credits
 4th Statistics Class – 3 or 4 credits (e.g., EDF 7486 Application of Structural Equation Modeling in Education; EDF 7489 Applied Multilevel Modeling in Education; EDF 7484 Statistics III)

5th Semester

Social Foundations Class – 3 credits
 3rd Cognate Class – 3 or 4 credits
 4th Cognate Class – 3 or 4 credits (if needed)
 EDG 7910 Research Practicum (Educational Psychology faculty mentor) – 1 credit (optional)

6th Semester

Qualifying Examination – 2-12 credits of EDG 7910 (up to 6 credits can be converted to EDF 7980 Dissertation Research Credits if the student successfully passes the qualifying examination)

7th Semester

Dissertation Proposal Defended – Minimum of 2, up to 12 credits of EDF 7980
 Dissertation Research

8th Semester

Dissertation Defended – Minimum of 2, up to 12 credits of EDF 7980
 Dissertation Research

Note: If a student has a Teaching Assistantship, that student is required to complete the class, EDF 7946, Supervised Experience in College Teaching – 1 credit, during the first semester that he or she teaches a class.

Summers

Students may take any courses in their program of studies that are offered during the summer. Any of the following is possible, depending on the offerings that summer.

- At least one Educational Psychology class will be offered each summer

- A statistics course
- A cognate course
- A Social Foundations course
- Philosophies of Inquiry

Description of Required Educational Psychology Courses

EDF 7357 Applications of Developmental Theories (4)

An introductory course that helps students to understand various theories of development that have implications for curriculum design, student learning, and other educational and mental health practices. This course is offered via distance learning periodically.

Taught by Dr. DeMarie, Offered: Fall

EDF 7138 Adolescent Development (4)

This course examines adolescent development in the physical, cognitive, social, and motivational domains. Academic achievement, social and cultural contexts, developmental theory, methodology, and educational practices and policies are discussed.

Taught by Dr. Kiefer, Offered: Fall

EDF 7145 Cognitive Issues in Instruction (4)

Selected cognitive models of intelligence, memory, problem solving, thinking, and motivation applied to instructional strategies (PR: Admission to doctoral program and EDF 6215).

Taught by: Dr. DeMarie or other, Offered: Spring

EDF 7265 The Psychology of Oral and Written Language Development (4)

Theoretical and empirical perspectives on monolingual and bilingual language and literacy development and their implications for language and literacy instruction.

Taught by Dr. López, Offered: Spring Even Years

EDF 7359 Resilience in Human Development (4)

Theoretical and empirical examination of how and why some individuals manage to overcome adversities and serious threats to optimal development without significant psychological scars. Resilience will be examined from a developmental perspective — with attention to social and cultural influences — addressing such questions as “What are the primary risk and protective factors at different stages of human development?” and “What are the intervention and prevention strategies that can be used to facilitate resilience?”

Taught by Dr. Tan, Offered: Fall

Note: Other courses are under development. One or more of these courses that are offered by the Educational Psychology Program Faculty or affiliated faculty may be substituted for one or more of the core courses with the student’s Committee’s Approval.

EDF 7930 Professional Seminar (1)

A one credit professional seminar acts as the binding glue that brings all students, regardless of their level in the program, and selected faculty members together each semester. In that

course, students learn aspects of how scholars in Educational Psychology do their work. For example, they learn to review conference papers, the psychology of selecting journals where manuscripts are sent and of publishing in general, how to review journal articles, how to write a grant, how to write job application letters and how to interview for a job, how to establish a program of research, the politics of departments, what is needed to earn tenure, etc.

EDF 7947 Research Practicum (1)

A one credit research practicum acts as the glue for the mentorship of each student with a faculty member. Students are expected to be engaged in research with a faculty mentor every semester during the program. They complete a minimum of one credit of research practicum their first four semesters in the program.

EDF 7946 Supervised Experience in College Teaching (1)

A one credit supervised experiences in college teaching seminar is part of students' professional development in the craft of college-level teaching. Students enroll in the course during the first semester they are a teaching assistant. The seminar aims to increase students' knowledge and competencies in college instruction.

Cognates in the College of Education

Doctoral students are encouraged to explore fields of study that broaden their knowledge of other disciplines. A cognate includes 12 credits and can either enhance the breadth of students' knowledge or can help students to develop expertise with a particular age group (e.g., early childhood, adolescence), research methods they will employ in their own research (e.g., statistics), or an in-depth understanding of a particular content area (e.g., reading, math education). There are many options for doctoral cognates, including but not limited to Teacher Education, Educational Measurement and Research (Measurement, Educational Statistics, and Evaluation), Early Childhood, Literacy Studies, Special Education, ESOL, and Instructional Technology. Please visit department and program websites for the most current information regarding cognates. We ask students to identify a minimum of three courses to form a cognate.

Social Foundations Course Offerings

Students can choose to take one of the following 3 credit courses to fulfill the Social Foundations course requirement:

EDF 6531	History of Childhood (3 credits)
EDF 6705	Gender and the Educational Process (3 credits)
EDF 6736	Education, Community and Change (3 credits)
EDF 7649	Analysis of Educational Issues (3 credits)
EDF 6883	Issues in Multicultural Education (4 credits)
EDF 7530	History of Higher Education (4 credits)
EDF 6765	Schools and the Future (4 credits)

- EDF 7586 Classics in Educational Research (4 credits)
- EDF 7682 Education in Metropolitan Areas (4 credits)
- EDF 7934 Seminar in Social Foundations of Education (4 credits)
- EDF 6938 Special Topics (4 credits)

IV. DEVELOPMENT OF A STUDENT'S PROGRAM AND RESPONSIBILITIES

Development of a Student's Program

The student's program is developed jointly by the student and a Doctoral Committee and must be on file by the end of the Fall semester of the student's second year in the Program.

1. **Doctoral Committee Major Professor:** Prior to completing the Ph.D. Program of Study, the student will choose a doctoral committee major professor from the Educational Psychology faculty. This person must be fully credentialed by the College and/or University and is responsible for initiating the development of the student's Program of Study. The members of the committee are selected by the major professor and the student, with the approval of the Educational Psychology Program Coordinator and the College of Education Associate Dean of Academic Affairs. The Program Coordinator sends the Notice of Advanced Graduate Program Advisory Committee Appointment to the Associate Dean of Academic Affairs.
2. **Doctoral Committee:** The Doctoral Committee consists of four or more credentialed graduate faculty, at least two of whom are Educational Psychology faculty members and at least one of whom is outside the Program. The committee is responsible for the development of the student's Program of Study and Area of Emphasis, designing and evaluating his/her qualifying examination, and the supervision of the student's dissertation.

Responsibilities of Major Professor

The Major Professor is responsible for the following:

- supervision of the qualifying examination and dissertation preparation;
- organization of the Committee;
- chairing Committee meetings;
- conducting affairs of the Committee consistent with College and University policies;
- reviewing the student's annual portfolio and after consultation with other Educational Faculty;
- meeting with the student to discuss his or her annual review.

Responsibilities of Committee Members

The Committee Members should be selected based on the student's area of research and on their expertise to assist with aspects of that research. They are responsible for the following:

- meeting with the student as needed to consult on project matters;
- reading and providing feedback on the student's qualifying examination, doctoral proposal and dissertation;
- participating in the defense of the dissertation proposal and the final product.

Student Responsibilities

The student is responsible for the following:

- identification of dissertation topics;
- development of the dissertation;
- ethical practices in all coursework, research, teaching, and other professional activities;
- arranging committee meetings with the cooperation of the major professor;

- submitting forms consistent with University and College policies;
- meeting deadlines consistent with University and College policies;
- defending the project proposal and the final product.

Change of Advisor/Major Professor

The Educational Psychology Program recognizes that students' interests may change as they evolve as emerging scholars. At times, the change in research interests and directions may require students to reconsider their existing advising arrangement with their major professor. The Educational Psychology faculty understand that such change is healthy and will in the long-term lead to a more fulfilling professional life. As such, the program endorses a painless transition policy to facilitate the establishment of a new mentorship arrangement with the new program faculty member. The former advisor and the new advisor will work together to ensure a smooth transition. The program guarantees the students that changing advisor will not in any way jeopardize their standing in the program and will not diminish the support from a former advisor. To change their advisor, students should complete the following steps:

1. Obtain support from the faculty member that you would like to serve as your new advisor.
2. Develop a transition timeline with your new advisor (e.g., at the beginning of a new semester).
3. The new advisor communicates the change to the former advisor and the program.
4. Complete any necessary paperwork to officially document the change of advisor.

Typically it is not advisable for a student to change advisor more than once without extraordinary circumstances.

V. STUDENT AND PROGRAM EVALUATION

Policies and Practices for Student Evaluation

The Educational Psychology Program embraces the concept and process of a comprehensive evaluation for students within the program, the faculty, and the program itself. This section of the handbook focuses on the policies for the processes of evaluation for students and the program. For other questions regarding college or graduate school level requirements or opportunities, please refer to the college of education website (www.coedu.usf.edu) and graduate school website (www.grad.usf.edu/) for the most current information and resources.

Educational Psychology is a demanding profession requiring high-level intellectual abilities, a broad background of knowledge in human behavior, superior skills in the areas of problem-solving, and ethical and professional conduct. The USF Educational Psychology Program expects the program faculty to model these skills and abilities and expects the students in the program to develop these skills and abilities. Evaluation is on-going throughout a student's tenure in the program across all of the above dimensions. The USF Educational Psychology Program uses a comprehensive system of assessment for all students. The assessment is based on a multi-method, multi-source approach and is used throughout the student's program. Students will receive formal, programmatic feedback once a year from the faculty. These evaluations have the following purposes: to identify, monitor, and assist students' recognition of their respective professional strengths and weaknesses, to maximize students' strengths and to strengthen their weaknesses, and to graduate students who are comprehensively trained to serve as Educational Psychologists in diverse settings. In this context, Educational Psychologists are always developing and improving their professional skills. The USF Educational Psychology Program faculty want to begin a process of self-examination and self-improvement for all students. It anticipates that the programmatic process of evaluation described below can be a first step in this approach to professional self-knowledge.

Comprehensive System of Assessment

The comprehensive system of assessment is defined by the following characteristics:

1. **Continuous Progress Model:** Students in the program are asked to evaluate their own development and are evaluated by the faculty. Students receive formal feedback at least once each year from the program faculty as a group and receive feedback continuously during course work, teaching, and research experiences. The continuous progress model is based on the premise that frequent, timely feedback is necessary to maximize the development for the student.
2. **Multi-Source, Multi-Method Approach:** Students receive feedback from a variety of sources each semester in the program. These sources include: self-evaluation, faculty, research mentors, and teaching evaluations (when applicable). All sources of information are used to construct the overall evaluation of the student. Information is collected using a variety of methods throughout the program. These methods include: course grades, student annual portfolios, research competencies and products, and teaching competencies and products.

Student Evaluation of Knowledge and Research Competencies

A student's knowledge and research skills will be evaluated during (a) coursework, (b) qualifying examinations, (c) dissertation experiences, and (d) defenses. Knowledge will be evaluated using a number of methods. These include:

1. Course grades
2. Academic probation
3. Annual student portfolios
4. Qualifying exams
5. Admission to candidacy

Course Grades: Formative grades on examinations, papers, and other projects and summative final grades in courses that symbolize completion of the various program activities are one vehicle for evaluating a student's knowledge base. University policy states that Graduate students must maintain an overall average of 3.0 (B) in all courses. No grade below a "C" will be accepted toward a graduate degree, but all grades will be counted in computing the overall average. Graduate students who are not in good standing at the end of a semester or summer term shall be placed on academic probation by the University.

The Program believes that students should receive a course grade of "B" or better in all core Educational Psychology courses. Students earning a grade below "B" in these courses may have to complete additional work to demonstrate competence in the course content until their performance is satisfactory. If the student's work is still unsatisfactory, the Program Faculty will meet to decide whether another retake is appropriate. If not, the Faculty may recommend that the student be dismissed from the Program, providing the student his/her full due process rights throughout this decision-making time as described in this handbook. The criteria for student knowledge are delineated clearly in the syllabi for each course. The methods used to collect information to ensure that the criteria are met also are delineated in each course syllabus.

Academic Probation (see www.grad.usf.edu/policies_Sect7_full.php#probation): The USF Educational Psychology Specialization will utilize the following policy in addressing academic probation. Any graduate student who is not in good standing at the end of a semester or summer term shall be considered on probation as of the following semester. The college or program may also place students on probation for other reasons as designated by the college or program. Notification of probation shall be made to the student in writing by his/her major professor, with a copy to the college dean. At the end of the probationary semester, the major professor shall recommend to the college dean, in writing, one of three alternatives:

1. Removal of probation
2. Continued probation
3. Dismissal from the degree program

Concerted effort will be made during the probationary period to aid the student in re-establishing his/her standing. Students with a GPA below 3.00 for two consecutive semesters will be prevented from registering for courses without the permission of the College Dean. The College Dean will notify the Dean of the Graduate School in cases of academic dismissal. If the student is unable to re-establish this standing, the student may be

dismissed from the degree-seeking status after one semester of probation by the Dean of the Graduate School, upon recommendation of the dean of the student's college. If the student wishes to reapply to the Graduate School within three semesters after dismissal, the student should secure a Former Student Returning application from the Office of the Registrar. If the student wishes to reapply to the Graduate School after two years, the student must reapply to the Office of Admissions by the appropriate deadline.

Graduate Student Annual Portfolio: Students will submit an annual portfolio of work that will document their engagement in research and teaching as well as professional goals for the upcoming year. Students will address how their goals from the previous year were met (this will be a component of the Research Practicum course). Annual portfolios will help to ensure that students complete the necessary research competencies by the time they graduate from the program.

- **Documentation of research.** The purpose of the annual portfolio review in regards to students' research engagement is to evaluate the quality of students' work and their accomplishment of the research competencies (see Appendix A).
- **Documentation of teaching.** The purpose of the annual portfolio review in regards to students' teaching engagement is to evaluate students' teaching evaluations and progression towards becoming an effective educator at the college level (see Appendix A). Evaluation of student teaching engagement each year will include regular teaching requirements (if applicable), as well as a range of teaching activities (e.g., course presentations/facilitating class discussion, conducting guest lectures, and facilitating workshops or training sessions).
- **Documentation of service.** The purpose of the annual portfolio review in regards to students' service engagement is to evaluate students' participation in the university community as well as within the larger scholarly community. Service opportunities may include service in the university and in local, state, or national organizations. Service also involves collegiality in terms of promoting program mission and goals, as well as engaging in peer mentorship (when applicable; see Appendix A).
- **Evaluation of annual portfolio.** Portfolios will be evaluated by the mentor faculty member before submission and at least one other faculty member after submission (see Appendix A). A faculty meeting will be held at the end of each academic year to discuss the progress of individual students in the program and to assess the ongoing accomplishment of goals.

Each faculty member of the Educational Psychology Program participates in this evaluation event. This provides the opportunity to each member of the program faculty to review the work of each student and provides each student with the opportunity to receive feedback from multiple faculty. The portfolio review occurs May or June of each year. During the summer semester, each student will receive a formal, face-to-face feedback session with one or two members of the Educational Psychology Faculty regarding their progress in the Educational Psychology Program to date. The information informing this evaluation will result from a meeting of the entire Educational Psychology Faculty where the progress of all students in the Program will be discussed. If needed, more than one face-to-face feedback session with a student can be requested by the Program Faculty and these meetings may occur at any time during an academic semester.

In most cases, the annual review meeting will focus on students' professional strengths and weaknesses while informing the student that his/her progress is "on-target" and at an expected level. In some cases, the Faculty may identify specific student behaviors that require strengthening and that may put the student at-risk for future advancement in the program. These behaviors (knowledge/skill and ethical/professional) may be related to performance in course work, research, and/or teaching experiences. In most cases, if such problems exist, the Faculty addresses them immediately, without waiting for the annual review meeting. See the protection of student's rights on page 28 for more information on addressing Faculty concerns about student behaviors.

Qualifying Examination: There is currently one option available for the qualifying examination, which is writing a comprehensive literature review paper over the course of several weeks (an exact timeline will be determined by the student's committee). The purpose of the qualifying examination is to evaluate the student's ability to apply and synthesize the skills and knowledge acquired during graduate study. Students will provide a comprehensive review of the literature based on a question or a set of questions developed by their doctoral committee. This paper will answer a question(s) that integrate(s) students' future methodology for their dissertation, area of expertise, and area(s) of the cognate study. The paper should demonstrate students' research competencies (content area, methodologies, and cognate knowledge) to ensure that they are prepared to undertake a dissertation. The quality of the paper will be publishable in a peer-reviewed journal (e.g., *Review of Educational Research*, *Psychological Review*). It is expected that students will submit their completed qualifying exam to a peer-reviewed journal. The qualifying exam is not simply an introduction to a dissertation, but it is an in-depth investigation and analysis of a particular topic of study.

- **Eligibility for the qualifying exam is determined by the following requirements:**
 - 1) The student is eligible in the semester in which all coursework will be completed;
 - 2) the student and his/her major professor must complete the Application for Doctoral Qualifying Examination and submit the form to the Coordinator of Graduate Advising during the first week of the academic semester in which the examination is to occur;
 - and 3) the student obtains the approval of the College Coordinator of Graduate Advising.
- **Evaluation of the qualifying exam:** The student's committee will evaluate the qualifying exam paper as either "pass", "pass with revisions", or "fail". If the student fails, he/she may take the qualifying examination a second time. A second failure results on the student being excused from the program.

Admission to Candidacy: The student is formally admitted to candidacy when:

- The qualifying examination has been successfully completed and passed by all committee members.
- The Admission to Candidacy papers have been formally approved. The Admission to Candidacy papers are initiated in the College Graduate Advising Office and forwarded to the major professor. The major professor submits the Admission to Candidacy for Doctoral Degree to the Department Chair for verification of requirements. If the requirements have been met, the form is sent to the College of Education Associate Dean of Academic Affairs. When the Associate Dean approves the student's Admission to Candidacy, the form is sent to the Dean of the Graduate School. The

certificate of admission shall be issued by the Dean of the Graduate School. Following approval, three copies of the form are returned to the Associate Dean of Academic Affairs, who sends one copy to the student, one to the Department chair, and one to the Coordinator of Graduate Advising. The College Dean also notifies students in writing of their admission.

- **Time Limitations.** After admission to candidacy, any graduate work counted toward fulfillment of Ph.D. degree requirements must be completed within 4 calendar years. If the Ph.D. degree is not conferred within four calendar years after the successful completion of the qualifying examination, the student will be required to retake the examination.

Ethical and Professional Conduct

The highest levels of ethical and professional conduct are expected of all professional educational psychologists and educational psychologists in training. At USF, faculty and students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University as well as research settings. The following professional work characteristics are required of both faculty and students:

1. Adaptability
2. Communication Skills
3. Respect for Human Diversity
4. Effective Interpersonal Relations
5. Ethical Responsibility
6. Initiative and Dependability

A student's professional work characteristics will be evaluated mainly through research and teaching experiences. However, to the extent that they are relevant to a specific course, evaluation of these characteristics may also be reflected in assignment grades, as well as in the final course grade. Professional work characteristics are considered to be equal in importance to the knowledge and professional skills that must be demonstrated through coursework, research, and teaching experiences. Students may be provided an opportunity to retake a specific course to remediate identified weaknesses in professional work characteristics that result in course grades below a "B". They may, however, be dismissed from the Program if problems relating to professional work characteristics are not remediated or are demonstrated across Program experiences and environments. Students also may be dismissed from the Program for documented unethical conduct. Actions to dismiss a student must follow the procedures described below, and must assure the student of his/her due process rights and privileges throughout the process.

Academic Integrity

Academic integrity is grounded in certain fundamental values, which include honesty, respect and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. Knowledge and maintenance of the academic standards of honesty and integrity as set forth by the University are the responsibility of the entire academic community, including the instructional faculty, staff and students. Behaviors that violate academic integrity are listed below, and are not

intended to be all inclusive. See the Graduate School website for more information: www.grad.usf.edu/plagiarism.php

1. **Cheating.** Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor.
2. **Plagiarism.** Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.
3. **Fabrication, Forgery and Obstruction.** Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences. Forgery is the imitating or counterfeiting of images, documents, signatures, and the like. Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.
4. **Multiple Submissions.** Multiple submissions are the submissions of the same or substantially the same work for credit in two or more courses. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.
5. **Complicity.** Complicity is assisting or attempting to assist another person in any act of academic dishonesty.
6. **Misconduct in Research and Creative Endeavors.** Misconduct in research is serious deviation from the accepted professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.
7. **Computer Misuse.** Misuse of computers includes unethical or illegal use of the computers of any person, institution or agency in which students are performing part of their academic program.

- 8. Misuse of Intellectual Property.** Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

The Graduate School holds academic integrity in the highest regard. Graduate students are responsible for being aware of and complying with University Regulations and Policies and must conduct themselves accordingly. Sanctions for Academic Dishonesty will depend on the seriousness of the offense and may range from the receipt of:

- An “F” or “Zero” grade on the subject paper, lab report, etc.
- An “F” in the course or activity in which credit may be earned,
- An “FF” in the course (leading to expulsion from the University)
- Academic Dismissal for any violations of academic dishonesty policies or regulations
- Possible revocation of the degree or Graduate Certificate following a thorough investigation

Graduate students who are assigned an “FF” grade will be academically dismissed from the University and will not be eligible to apply to any graduate program at USF.

Program Evaluation

Student Evaluation of the Program. Graduate students evaluate the Program at the end of each academic year. Students will provide written feedback on their experiences in the Program (see questions below) and will discuss their feedback with faculty in an end-of-the-school-year meeting. Faculty members welcome students’ honest and constructive feedback and will use it to help evaluate and improve the Program. Student evaluation questions may include:

- What was the biggest success for you this year? What helped you to be successful?
- What was the biggest challenge for you this year? What helped you to address the challenge?
- What were you most excited about in the program this year?
- What is one thing you would like to change about the program?
- If you were giving advice to someone coming into the program, what would you tell them?
- Any additional suggestions for improving the program?

Faculty Evaluation of the Program. Program faculty members continuously evaluate the Program, its goals, and the extent to which it accomplishes those goals through faculty meetings, student-faculty meetings, and other formal and informal contacts. Every course offered by the Program is evaluated by enrolled students at its conclusion. Those course evaluations and the annual faculty review of all students described above provide the faculty with information that is considered by the faculty in evaluating the Program itself. The most important basis for the monitoring, evaluation, and modification of the Program is the ability of its students and graduates to demonstrate the knowledge, professional skills and professional work characteristics that serve as the goals of the Program. The faculty will base the program evaluation on the following indicators:

- Annual review of student portfolios (e.g., students’ progress towards research and teaching competencies and course grades)
- Student course evaluations

- Quality of student qualifying exams
- Dissertation awards, teaching awards, research awards
- Progress towards graduation
- Attrition/dropout rates
- Employment positions of doctoral students who complete the specialization

In addition to the annual review of the above materials, a five-year review of student portfolios will be conducted. Every five years all faculty members will review all student portfolios for program evaluation purposes. This will allow faculty members to reflect on the quality of the Ph.D. specialization in Educational Psychology in terms of the quality of doctoral students/graduates we are producing, and what aspects may need to be changed in order to continually improve the specialization and strive for excellence.

VI. THE DOCTORAL DISSERTATION

Overview

1. **Dissertation Credits:** The doctoral dissertation is supervised by the student's doctoral committee. With their approval and upon admission to candidacy, the student may enroll for dissertation credits. The course number for dissertation work in Educational Psychology is EDF 7980. Beginning with the semester immediately following admission to candidacy, a doctoral student must be continuously enrolled in dissertation hours (including the summer term) until the dissertation is successfully defended. A minimum of 2 hours per semester is required. For questions regarding other policies regarding dissertation credits and continuous enrollment, please see the Office of Graduate Studies website (www.grad.usf.edu/).

2. **Dissertation Proposal:** The purpose of the dissertation proposal is to: 1) identify the research problem; 2) ascertain and evaluate the relevant literature; and 3) describe the plan for conducting the research. The proposal will consist of the first three chapters of the final dissertation (see following section).

3. **Dissertation Format:** The following guidelines will be used when preparing the dissertation proposal and final dissertation (see Organization of the Dissertation on page 17 for more information). Please note that other formats, if deemed appropriate by the committee, may be considered and students will be notified when they have been approved officially.
 - a. APA style (6th Edition) will be used for all documents.
 - b. The format of the Proposal and the Final Defense Documents will be approved by the chair and members of the committee. However, it is anticipated that the following topic areas will be included in the proposal and final project document:
 - i. Chapter 1: Statement of the Problem/Research Questions
 - ii. Chapter 2: Literature Review
 - iii. Chapter 3: Method Used to Investigate Research Questions
 - iv. Chapter 4: Analysis of Data/Results of Investigation
 - v. Chapter 5: Discussion/Implications/Limitations, and Future Research
 - vi. References
 - vii. Appendices

4. **Dissertation Proposal and Final Defense Meetings:** The student will present their dissertation proposal and final dissertation to the committee following the College of Education guidelines. The student will provide each member of the committee a copy of their proposal or final dissertation at least two weeks in advance of the scheduled meeting. At the meeting, the student will give a 15-20 minute presentation of their proposal or final dissertation to the committee. This will be followed by an opportunity for each committee member to ask questions of the student. Approximately two hours (2 hours) of time will be allocated for the Proposal Defense and two hours (2 hours) of time will be allocated for the Final Defense. Committee members will deliberate and determine whether the proposal or dissertation passes, passes with revision, or fails.

Upon successful defense of the dissertation proposal and final dissertation, a form will be signed by the thesis committee members and submitted to the Associate Dean of Academic Affairs in the College of Education.

Preparation and Development of the Dissertation

There are two parts of the dissertation process: the dissertation proposal and the final dissertation. In general, the former entails Chapters I through III as described later, and the latter entails Chapters I through V. Below, a description of the pragmatic steps needed in preparing and developing the dissertation proposal are discussed, followed by an extended discussion of the final dissertation paper.

Step 1: Selecting and Limiting the Research Topic. Begin seeking a research topic from the first days of your graduate school career. Be prepared to recognize an interesting idea anywhere you may find it. A passage in a book, an experimental finding reported in a professional journal, or an intriguing class discussion may suggest areas of interest. As ideas occur to you, write them down and discuss them with your advisor or other faculty members.

There are several criteria that should be kept in mind when selecting a topic. First, the topic must be interesting enough to hold your attention for more than a month or two. Second, your academic background should have prepared you to work in the selected area. Third, you should consider the "researchableness" of your topic (i.e., keep it simple). While you are not concerned with methodology at this point, you will eventually need to worry about how you will design a study, and ethereal topics are difficult to translate into an objective research design. Fourth, the research you do should be relevant. Ideally, it should positively support your future career goals. Finally, your dissertation will define you as a researcher. Select your topic carefully.

Students are encouraged to work with faculty in their ongoing research programs. This is a good way to limit your research topic and a good way to interact with someone with great expertise in a specific area. In order to facilitate this process, students will be exposed to faculty and their research interests early on in the program. Students, however, are encouraged to meet individually with faculty early on to explore research possibilities--it is this personal contact that often nurtures the student-faculty relationship such that the dissertation process is enjoyable and most rewarding. Once you have settled on a general topic area, you should begin reading. Stock (1985) suggests that you begin by reading a few important books or articles that will provide you with background information, an overview of the subject area, key subtopics that you may want to examine in more detail later, and a beginning list of other references.

Step 2: Selecting and Working with a Committee. As you choose your dissertation chair (and ultimately, your committee), remember that the quality and character of the relationship between you and your major professor is perhaps the most sensitive and crucial element in the graduate experience. Clearly, you want an advisor with whom you can work comfortably, but you also want your advisor to be tough enough to push you toward completion of the dissertation. You should select someone who has your respect as well as the trust and respect of his or her colleagues. As the head of your committee, your advisor is in a position to

influence the committee on your behalf, but this can only happen if he or she is regarded as someone on whom others can rely (*Dissertations and Theses From Start to Finish: Psychology and Related Fields, Second Edition*).

As you consult with your chair on choosing your committee, you should select members of the faculty who are knowledgeable about the area you have chosen to study. In theory, every member of the committee should be qualified both to advise you and to judge the quality of your research work; the chair should be the most highly qualified of all. Each committee must have at least two Educational Psychology faculty members of the committee, and one must serve as chair or co-chair.

How should you work with your committee to ensure a smooth process? Madsen (1983) suggests the following:

1. Keep the lines of communication open and be sure to honor requests made and to pay attention to deadlines set by the committee members. Keep notes of all meetings you have with your advisor and other members of your committee while the discussions are still fresh in your mind.
2. Provide your advisor with copies of your work to evaluate before giving it to other committee members. (Don't be distressed if you are asked to revise numerous drafts. Several rewrites are usually necessary to produce a draft good enough for public consumption.)
3. Seek the advice of individual members of the committee as you read, integrate, and plan your research project.
4. Keep the committee informed of your progress. Also keep them informed and seek their help when you are not making progress. They might be able to help you over the rough spots.
5. Resist the impulse to give the committee members very rough copies of your first drafts. While your materials do not necessarily need to be polished drafts, always submit work on which serious labor has been expended. Be sure the work you submit is typed neatly and has been edited with typographical and grammatical errors corrected. If students need assistance regarding the quality of their writing, the Writing Center in the Library is available free of charge. The College of Education also has a center for assistance with research design and statistical analyses.
6. Give the committee members time to read the manuscript. Be sensitive to their schedules. This is particularly important at the beginning or end of a semester and during the summer. Be sure you know when your committee members will be on sabbatical leaves or vacations.
7. Ask your advisor how he or she wishes to deal with the reading of the various drafts. Some advisors want to see only a nearly finished draft, but most prefer to react to your work periodically throughout the writing process.
8. Be aware of graduate school deadlines for final examinations, final typed copies, and

the like. A schedule is available in the USF Graduate School.

Step 3: Reviewing the Literature--Systematic Information Gathering Strategies. Some system of gathering information and taking notes must be developed as you begin to read.

Sources of information. As you read, jot down additional reference citations that might be of interest as you run across them. Your advisor and the committee members may be able to recommend sources. In addition, search the various relevant abstracts (Psychological Abstracts, Resources in Education, etc.) for journal articles or use a data-based (e.g., Psych Info/ERIC) computer search. You will need to review those studies specifically addressing your area of interest. The sources you read should be rather broadly defined to include theoretical reviews of your research topic and methodological concerns. Your goal is not to do an exhaustive review of all that has ever been done in your subject area.

Taking notes. While any system that is workable for you is acceptable for taking notes, a system that allows you to keep separate records of references and content is probably the most useful in the long run. Your reference list should contain reference citations in APA style. (In your first semester of the program, you will buy the APA Publication Manual, 6th edition (2010); use it!). It is also useful to develop an annotated bibliography by briefly describing the contents or special features of the source. For example, you might want to note that the source deals with a given methodology, has an excellent reference list, or introduces a unique twist to a standard procedure. Having a single, separate description or summary for each research article (either in a word document or excel spreadsheet) will be a great help in the final preparation of the reference list for your paper. Endnote or Refworks are useful computer programs that interface well with word document and online databases.

Step 4: Writing the Proposal Paper. The processes of reading the literature and integrating what you have read in some written format should alternate as you progress. Stock (1985) points out that searching the literature is a "continuous, never-ending process" (p. 41). She suggests that you begin to write portions of your paper early in your reading and that this be expanded and revised as additional reading is completed. Spending several months reading before attempting to write anything can lead to what Eisenberg (1982) calls "data poisoning" – the situation in which the data gathered becomes so unwieldy that organization and synthesis become nearly impossible.

A useful way to begin the writing task is to sort your descriptions or summaries of research articles into categories that match the outline prepared for your proposal. With outline in hand, begin the task of writing. Use the descriptions or summaries from each category and try to write that section of the paper. "Some of the article [descriptions or summaries] will fit neatly into the structure as planned; others will require a certain amount of adjustment or will suggest a need for further refinement of the working outline. Still others, which stubbornly refuse to find their proper niche, will obviously need to be extracted and filed away for future use. " Like a jigsaw puzzle, the pattern begins to emerge" (Madsen, 1983, p. 71).

You may need to re-sort information in the outline several times before you are satisfied with your organization. It also helps to write a one to three page introduction or overview of your paper to give you a sense of how all your pieces fit together. Some people find this to be more

useful as a middle step. That is, they write the various pieces of the paper, then write the introduction/overview before going back to rewrite the paper. You should expect to write several drafts before you are finished. You should submit your drafts to your advisor for review and feedback periodically. Writing down something and getting initial feedback helps you to focus your attention more appropriately. Use your advisor!

A few words about writing style (APA, 2010).

- The dissertation is a scientific report, not a creative writing exercise; thus, the emphasis is on a clear, concise, well-organized, precise writing style. Ideas should be introduced and discussed in an organized manner with appropriate subheadings, advance organizers, transitions, and summary statements. Proper punctuation and the use of transitional words (e.g., then, next, as a result, however, although) help make writing more clear.
- It often helps to have a colleague or friend read your manuscript and examine it for clear and logical communication. Rereading it, after an absence from working on the manuscript, or reading it aloud to yourself may also help you uncover problem areas.
- The consistent use of a verb tense ensures smooth expression. Use the past tense to describe results of research studies and the present tense to discuss those results and present conclusions.
- Say only what you need to say. Be frugal with words and avoid wordy, redundant, or overly long sentences. Comprehension is easier if the manuscript uses short words and short sentences. However, just using short sentences makes the manuscript choppy and boring to read. Strive for a mixture that will make your writing interesting for the reader. If you use technical terms that are not universally understood, define them. Avoid jargon--that is, technical vocabulary where it is unnecessary or substitution of a euphemistic phrase for a familiar term. Also avoid colloquial expressions.
- Use pronouns sparingly and only if the referent for the pronoun is obvious.

The APA Publication Manual provides an excellent overview of the most common grammatical errors made by writers. Read this section carefully and monitor your grammatical usage. You should also be aware of the "Guidelines for Nonsexist Language" provided in the Publication Manual. Also useful is the small book by Strunk and White entitled *Elements of Style*.

Step 5: Completing the Final Dissertation Proposal. When you have a well-polished draft, submit it to your major advisor for final critical review. Your advisor may want you to make changes in the draft before the rest of your committee sees the paper. When your advisor feels that you are prepared, you should schedule your dissertation proposal defense. At this point, you should contact all of your committee members and decide on a convenient date and time. You should also contact the program assistant to fill out the Dissertation Proposal Defense Announcement (this should be done at least two weeks prior to the defense). When contacting your committee, give them a copy of your latest draft (don't assume that this is your final draft, as it will probably need at least one more round of editing).

Step 6: The Dissertation Proposal Defense. The proposal defense provides an opportunity for you to demonstrate your expertise in the area you have researched, and for your committee

to suggest methodological changes so that you are ready to collect your data. When you have successfully defended your proposal and completed any required editing of the document, your committee will sign the proposal's coversheet. At this time, you are ready to begin to collect your data.

Step 7: Human Subjects Review. After the committee has approved your proposal and depending on your research methods, you must have your study reviewed and accepted by the Office of Research, Division of Research Integrity and Compliance Institutional Review Board, 3702 Spectrum Blvd., Suite 155A, USF Research Park (Phone:974-5638). IRB forms may be accessed online at www.research.usf.edu/dric/hrpp/forms-templates.asp.

The primary reason for this review of your research proposal is to assess the risk involved for your subjects. Be sure that you evaluate the potential risks of your project carefully. "Risk" is not limited to physical danger; it also is reflected in situations that result in stress, discomfort, embarrassment, invasion of privacy, or potential threat to reputation.

Your advisor will facilitate your preparation of this application and will inform you of the decision of this committee. **YOU MAY NOT BEGIN YOUR ACTUAL RESEARCH UNTIL THIS APPROVAL IS OBTAINED.** Research undertaken without this approval will not be accepted and could expose you to a variety of ethical as well as legal problems.

Step 8: Conducting the Research, Analyzing the Data, Writing the Final Dissertation, Scheduling the Final Defense. During these steps, it is expected that the student will meet periodically with the dissertation chair and committee (as necessary). When writing up the final dissertation, the College of Education's Graduate Handbook of Policies and Procedures (<http://www.coedu.usf.edu/main/gradhandbook/2011-2012/handbook.html>) and APA style must be followed. In addition, all University policies must be adhered to in scheduling the defense during any particular semester. Once again, the Final Dissertation Defense Announcement must be given to the Program Assistant one week prior to the defense meeting itself for appropriate distribution.

Step 9: The Final Dissertation Defense. When the dissertation committee has inspected the final draft of the dissertation and finds it suitable for presentation, the Committee and the student will meet for an oral defense of the dissertation. After the oral defense and the dissertation is approved by the Committee, the Doctoral Dissertation Certification of Approval will be completed. The submission of dissertation to the Graduate School is electronic. The four (4) step submission process is described and is available at <http://www.grad.usf.edu/ETD-Doctoral-Final-submission.php>. The Graduate School will certify the acceptance of the completed dissertation, through the Program Coordinator, by assigning a final grade of "S" for all dissertation hours on the student's transcript.

1 Some of this section was drawn from the student handbook from Moorehead State University, Moorhead, MN, courtesy of Dr. Elizabeth Danielson.

Organization of the Dissertation

Generally, the dissertation is organized in five chapters:

1. **Chapter I** provides an overview of the current research area, systematically--yet briefly--building a context and rationale for the dissertation topic and research questions or hypotheses. This chapter is the orientation to the dissertation for the reader, and it ends with a specification of the research questions or hypotheses that will be tested experimentally by the proposed or finished study. Also within this chapter should be the definitions of any terms that need specific clarification. Also included should be a section addressing the significance and the limitations of the study from a broad perspective.
2. **Chapter II** provides an extensive review of the relevant psychological, educational, and methodological areas of the literature that pertain to the dissertation topic. This chapter reviews and critiques this relevant research such that, again, a logical rationale for the proposed or completed study is evident. In most cases, Chapter II should be able to stand apart from the rest of the dissertation. Yet, on the whole, it involves the critical content which allows the student to understand the context, need, and implications of the dissertation study.
3. **Chapter III** describes the research method. For the dissertation proposal, this section is written in the future tense. For the final dissertation, this is changed to the past tense. Following APA style, the method should be broken into several parts: participants, materials, procedure, data analysis, and assumptions/limitations.
 - a. **Participants.** In this section, the target population to which one would wish to generalize, as well as the more specific groups from which one would sample, are identified. The specific schools or districts to be involved are included. The number of participants to be included as well as the age, sex, and race/ethnicity of participants should be specified.
 - b. **Materials or instrumentation.** Here, the instruments or measures to be used should be identified and justification for their selection should be provided. In addition, information should be presented to show that they are sufficient (relative to reliability and validity) for the purpose intended. Any adaptations should likewise be specified. If an instrument is to be developed, the procedure should be outlined, including any pilot tests conducted. Samples of materials to be used (unless they are standard, often used materials) should be appended.
 - c. **Procedure.** The specific steps to be used in the experimental procedure should be spelled out in detail. How will the materials be used? In what order? What directions will be given? How will the treatment be applied? What time intervals will intervene? How long will the procedure take? How will selection or randomization be accomplished? It is important to indicate every step that will be taken in order to answer every question or to test every hypothesis involved.
 - d. **Data analysis.** Outline the specific statistical tests which are to be conducted for each hypothesis or to answer each research question. The level of significance (alpha level) to be used should be mentioned.

- e. **Assumptions and limitations.** Assumptions which qualify or affect the procedures of the proposed study should be stated. Attention should also be given to any a priori circumstances that may contribute to limitations of the study or the findings.
4. **Chapter IV** provides the results of the study along with a description of the data, the analyses, and any necessary tables and/or figures for clarification. This chapter addresses only data and results--it does not interpret the results, nor describe its implications. The intent of this chapter is to provide the data required to set the stage for your later discussion and conclusions. Thus, you should report your results in relation to the hypotheses or research questions you intended to examine. Finally, in reporting tests of significance, don't forget to include the magnitude or level of the test, the degrees of freedom, the probability level, and the direction of the effect (see the APA Publications Manual for other details).
5. **Chapter V** discusses the meaning and implications of your results. In many ways, this is your most creative chapter. Initially, you should re-examine your research questions or hypotheses and how your data have addressed or answered them. Next, you should relate your findings to the literature reviewed in Chapter II. Ultimately, you should address the implications of your findings (both positive and non-positive), closing with the limitations of the study and directions for future research.

After these five chapters, the dissertation will provide references in APA style for every citation in the text of the paper. The dissertation will end with any appendices that are necessary--either unpublished material used in the study or other supplementary material or writing.

Student: _____
 Defense Date: _____

Educational Psychology Program Rubric for Assessment of Dissertation

Instructions for Use

- **Student:** Provide each committee member with a copy of this form, along with the copy of the final draft of the thesis or dissertation document to be reviewed prior to the oral defense.
- **Committee Member:** Bring this completed form (filled out independently) to the student’s oral defense meeting.
- **Major Professor:** At the conclusion of the student’s oral defense, compile the committee’s ratings (via oral discussion until consensus is reach among committee members) into one final document, the score from which will be used to determine if the student passes. Provide the student with a copy of the final form, and place the original in the student’s program file.

Grading Guidelines

4	Exemplary: all points addressed with clarity and deep understanding (top 25%).
3	Competent: all points addressed in a satisfactory manner (average to above average).
2	Marginal: main points are addressed, but significant gaps are evident (below average).
1	Poor: general standards have not been met; failure to meet the stated objectives.
0	Specific content is absent.

Abstract (4)

	Score	Comments
Description of the project is concise, contains a defined hypothesis or research objective, outlines methodology, provides an overview of the results, and presents implications for future research and/or practice.		

Chapter 1: Introduction (16)

Statement of the problem is presented clearly.		
Research reviewed and presented provides a strong rationale for the investigation.		
Research questions and/or hypotheses are clearly articulated.		
Significance of study is stated clearly.		

Chapter 2: Review of the Literature (16)

Review of literature is organized around thematic areas.		
Review of literature is sequential and related to the specific research questions.		
Review is critical, integrated, and identifies knowledge gaps.		
Content of the review is drawn from appropriate original peer-reviewed sources of research (e.g., journal articles, technical reports, handbook chapters, conference proceedings) that are referenced correctly.		

Chapter 3: Research Methods (16)

Target population is clearly identified, including number of subjects & demographic descriptions of the participants and/or setting.		
Instruments or measures used are identified and justification for selection is provided.		
The specific steps used in the study procedures are articulated in detail.		
A rationale for the study design and data analyses are clearly stated.		

Chapter 4: Results (16)

The results are presented in a logical, sequential manner.		
Data are used to answer the research questions clearly and directly.		
All original data are presented in appropriate formats.		
Patterns, relationships and themes that are described in the text are supported by data.		

Chapter 5: Discussion (16)

Conclusions are presented in a logical sequence and are consistent with the results.		
Conclusions are framed in the context of the research question(s) under investigation, and integrate the findings of the current study with research cited in the literature review.		
The implications of the findings to the field (e.g., practice and future research) are stated.		
The limitations of the study are identified as well as the impact of those limitations on the interpretation of the results		

Clarity of Writing (16)

Document is written with correct grammar, punctuation and spelling.		
Document is logically organized and written in a clear and precise scholarly language.		
Citations are used appropriately throughout document and included in reference list.		
APA Style guidelines are adhered to throughout the document.		

***FINAL SCORE (100 possible points)**

**Students must score 75 points or higher to pass, with no one section (with the exception of the Abstract) receiving less than 8 total points.*

Signature of Committee Member or Major Professor

Date

VII. PROTECTION OF STUDENT RIGHTS

The Protection of Student Rights

The evaluation of student progress is on-going and continuous. Each student is assigned a faculty mentor upon entrance to the program. The major professor is the chair of the committee and is the official faculty mentor for the student. The primary responsibility for integrating the information from the multiple methods and sources lies with the faculty mentor. There are, however, two events in which all of the Educational Psychology Program students participate: student portfolio review and annual evaluations.

When specific student behaviors are evident to the extent that the Faculty are concerned about (a) the student's progress; (b) the student's potential to act, willfully or not, in a manner that professionally or personally harms others or the extent to which their behavior reflects negatively on the reputation and/or integrity of the Educational Psychology Program; or (c) the student's lack of responsiveness to feedback, the following procedures will be followed:

1. The Faculty member will meet with the student in question, will discuss these concerns with the student, and will ask the student to develop a behavioral program and contract, either at that meeting or for a future meeting scheduled at his/her earliest convenience, that will address these concerns. The Faculty member will document the particulars of the meeting in writing. This document will be placed into the student's permanent program file; the student can file a response to the document for the program file if s/he wishes.
2. The behavioral contract developed by the student to address the Faculty's concerns will have an evaluative mechanism built-into the intervention plan, and the student and Faculty member will meet periodically to determine the student's progress across the stated concerns. Once agreed upon, a copy of the behavior contract should be placed into the student's program file. When the student has successfully addressed the Faculty member's concerns, this should be documented in the student's permanent program file. Students have access to the materials in their Program files with advanced notice, and may make copies of materials in the file.
3. If the student continues to experience difficulties after a reasonable period of time using the behavioral contract, the Faculty member will bring the student's situation up with the entire Program Faculty. At this time, the faculty has four basic options: (a) to evaluate the concerns and deem that enough student progress has been made such that the concerns do not constitute a problem requiring continued monitoring; (b) to affirm that the problem continues to exist, to have the Program Coordinator assume responsibility for monitoring the student's progress (if that has not occurred before this time), to put the student on probationary status by updating the behavioral plan, and setting another date for a reevaluation; (c) to counsel the student out of the Program; or (d) to move to dismiss the student from the Program. All of these options will be determined by a majority vote of the Faculty.

4. If the Faculty recommends that a student be dismissed from the Program, the following chronology will be used:
 - a. The student will be informed personally by the Program Coordinator and at least one other representative of the Faculty of this decision and the reasons for it. At this meeting, a copy of a document specifying the reasons for dismissal will be given to the student. The original document will be signed by all participants of the meeting to attest that the meeting was held and that the reasons for the student's dismissal were discussed. This document will be filed in the student's permanent program file. The student's signature does not indicate that s/he agrees with the reasons for dismissal. Also at this meeting, the student will be notified that s/he will have the full right of due process.
 - b. After the meeting, the Program Coordinator will send a copy of the dismissal document and any other appropriate communication to the Dean of the College and the Dean of the Graduate School.
 - c. If a student wishes to exercise his/her right of due process, this will be coordinated through the Office of the Dean of the College of Education. At this point, the University's due process procedures will be followed.

The process that results in the Program Faculty's decision to dismiss the student from the Program will proceed at a speed commensurate with the severity of the concerns. Due cause for dismissal includes the Faculty's assessment of the potential of student remediability. Finally, when the student's behavior (a) involves a breach of Professional Ethics or (b) results in immediate and serious potential harm to others or the Program, the Faculty member may choose to proceed immediately to Step 3 above and bring the problem to the immediate attention of the Program Faculty who will determine the need for a behavioral contract or other actions. This will be done in consultation with the Program Coordinator and with appropriate documentation.

The ultimate goal of an evaluation policy and procedure is to ensure that the graduates of the USF Educational Psychology Program are appropriately trained and able to demonstrate the knowledge, skill, confidence, objectivity, and interpersonal relationship abilities that are required for being successful in the profession. For the most part, this is a proactive and positive process. That is, there is every expectation that every student accepted into the Educational Psychology Program will succeed and become a contributing professional within the field. There are times, however, when students have inaccurately or inappropriately chosen Educational Psychology as their future vocation. Further, there are times when students are not suited professionally, academically, and/or interpersonally to the field. It is in these latter cases that the Program Faculty will assume its responsibility to the field and those whom our graduates serve, moving professionally and sensitively, yet directly, while always providing the student his/her right of due process.

Equal Opportunity Complaint Procedure

The University of South Florida is committed to the principles of Equal Educational and Employment Opportunities without regard to race, color, marital status, sex, sexual orientation,

religion, national origin, disability or age, as provided by law and in accordance with the University's respect for personal dignity. A student or employee who believes that he or she has not been treated in accordance with the University's Equal Educational and Employment Opportunity Policy or its Policy on Sexual Harassment may file an Equal Opportunity Complaint. Additional information about these procedures may be obtained from the Diversity & Equal Opportunity Office, ADM 172 or by calling (813) 974-4373. It is prohibited for any administrator, supervisor, or other employee of USF to take any retaliatory action against an individual who, in good faith, has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under provisions of applicable law.

Grievance Procedure

In order to assure students the right to the redress of grievances, any student may file a question, complaint, or statement of grievance in the Graduate School, in person or in writing as stated in the graduate handbook www.grad.usf.edu/policies.php.

VIII. FINANCIAL AID

Overview

Students may request and receive graduate assistantships, as available, through a variety of programs and departments in the University. All assistantships must be approved by the faculty of the Educational Psychology Program. These assistantships are offered regardless of financial need and typically involve 20 hours per week of psychologically or educationally-related work for the Fall and Spring semesters. Students who are accepted by the Program receive a graduate assistantship application with their Program letter of acceptance. Continuing students in the Program must make their interest in an assistantship known to the Program Coordinator for the next year by April of the preceding semester. Graduate assistantships pay a set stipend as determined by the State's union for graduate students.

Most assistantship provide partial tuition waivers of both in-state and out-of-state tuition. Typically, an average of nine partial credit hours per Fall and Spring semesters are waived; the Program cannot guarantee either assistantship support or tuition waivers for summer sessions. If a student withdraws from the University during a semester in which s/he holds an assistantship with stipend and/or tuition waiver, s/he must contact the Graduate School to make arrangements to repay that semester's support.

There are a number of other financial aid programs for graduate students. Although scholarships, grants, waivers, and fellowships are administered through the Graduate Scholarships and Fellowships Program Office, the Office of Financial Aid administers several loan programs as well for graduate students. This office also coordinates the disbursement of employment papers for students on fellowships or assistantships. In addition, temporary deferments for registration fees, and short-term, interest free loans are available to students whose aid is delayed.

Loans

Students apply for loans by submitting a USF financial aid application and a Family Financial Statement (FFS). Since funds are limited for some programs, it is important to apply early. Application packets are available in early December each year for the following academic year. More comprehensive information is provided in the Financial Aid Bulletin available from the Office of Financial Aid.

Students who qualify for temporary deferments of their registration fees, due to delayed financial aid, are mailed a deferment card prior to the start of a semester. The card must be signed and returned to the Office of Financial Aid by the fifth day of classes in order to activate the deferment.

Financial Aid Short Term (FAST) loans are available to students who have completed the application process, but whose aid is delayed or not processed. These loans are for registration fees and books only. Other short term loans are available through the Student Disbursements and Collections, and are not contingent upon financial aid. These loans are for registration fees, or for emergency purposes once fees are paid.

Financial aid counselors are available to answer questions, provide information and assist students in the application process. Information regarding scholarships, fellowships and external financial support is available from the Graduate Scholarships and Fellowships Program Office. Individual colleges have information particular to assistance in individual fields of study. Below is a broader description of the assistantship program as well as some other options for financial support.

Assistantships, Fellowships, Scholarships, Fulbright Awards, and Tuition Waivers

1. To be eligible to obtain a graduate assistantship, a student must be degree-seeking and be enrolled each semester for a minimum of 9-12 credit hours toward degree requirements.
2. Although normally only degree-seeking students registered for a minimum of 9 hours are eligible for appointment as graduate research assistants or associates, in special cases a research assistant or associate may be non-degree seeking for one semester only.

Graduate Assistantships are awarded by the individual programs/departments. To be eligible, all beginning graduate assistants must have a GPA of 3.0 or better, unless granted special approval by the Dean of the Graduate School. All continuing graduate assistants and associates must maintain a graduate GPA of 3.0 or better. The Graduate Council awards University Graduate Fellowships to outstanding beginning and advanced graduate students. A limited number are awarded each year on a competitive basis. Contact the Graduate School for information and applications.

University Graduate Fellowship. Recipients are awarded \$10,000 total for two semesters, plus tuition waivers. Awards are based on academic record and GRE score. In order to compete, applicants must have an undergraduate GPA of 3.2 or better, graduate GPA of 3.5 for any graduate work. Applicants must also have GRE scores of no less than 480 on verbal or a 620 on the quantitative section, with at least one of the scores in the 68th or 69th percentile. Students must also not score below a 4 on the analytical section of the GRE. Information is available in December from the individual Colleges or the Graduate School.

Graduate Diversity and Access Fellowship. This fellowship provides full-time tuition plus a 2-year, \$8,000 annual stipend for masters-level and a 3-year, \$12,000 annual stipend for doctoral-level students. Strong consideration is given to academically talented, first generation students who are traditionally underrepresented in graduate programs with an emphasis on promoting diversity in disciplines such as physics, engineering, philosophy, marine science, mathematics, psychology, and selected disciplines in education(i.e., math, science, and special education). The Graduate Diversity and Access Fellowship is not available for the summer semester. For additional information, including deadlines, contact the Graduate School.

Graduate Diversity and Access Summer Program. This program is designed to prepare new graduate students for academic success at the University of South Florida. Strong consideration is given to students who are traditionally underrepresented in graduate programs. The participant is granted a \$1,300 stipend, and is required to enroll in a summer

graduate course in their discipline. The student is also required to attend six weekly workshop sessions involving aspects of graduate study such as use of the library, mentoring, coping strategies, research and writing, and time and stress management. Priority will be given to newly enrolled students.

Fulbright Award. The office of national scholarships under USF's Honors College provides assistance for students who wish to apply for a Fulbright award. There are awards for teaching English as well as conducting research in other countries. Contact Dr. DeMarie for more information.

External Graduate Scholarships and Fellowships Program. The Graduate Scholarships and Fellowships Program assists current and prospective graduate students in identifying scholarship and fellowship opportunities not generated within USF. It assists students in applying for external awards to support graduate study at USF or at other universities in the United States and abroad. Some of the awards administered by this program include the Fulbright, Rhodes, the American Scandinavian Society, the German Academic Exchange Service, the Committee on Scholarly Communication with the People's Republic of China, Woodrow Wilson, American Association of University Women, Robert Bosch Foundation, and the Rockefeller Foundation.

Once an appropriate source of external funding is matched to a student's needs, qualifications, and background, the Graduate Scholarships and Fellowships Program will assist at every stage of the application procedure. Many graduate external awards include full tuition, a living stipend, travel, and book expenses for a full year of study or research.

Normally, campus deadlines for submission of application for foreign study fellowships occur around the end of September, while deadlines for domestic awards vary but usually occur from October to December. The Program maintains a current library of all announcements and applications for external domestic and foreign awards, as well as a computer search for helping students find awards. Students interested in external graduate study awards should contact the Graduate School.

Diverse Student Success Fellowships

Pan American Fellowship. This is a need-based fellowship provides full-time tuition plus a 2-year, \$8,000 annual stipend for masters-level and 3-year, \$12,000 annual stipend for doctoral-level students. Academically talented, bilingual (Spanish/English) students, who demonstrate need (as determined by FAFSA), are preferred. The Pan American Fellowship is not available for the summer semester. For questions or additional information contact Rod Hale at 974-3412.

Richard F. Pride Research Fellowship for the Improvement of Minority Educational Opportunities. \$20,000 per year for four years with a partial tuition waiver for 80% of tuition costs (up to nine semester hours) for Fall and Spring semesters; fellowship recipients are not allowed to receive funding from any other sources (including assistantships)

during the time they have been awarded the fellowship. Must be a minority U.S. citizen seeking a Ph.D. at USF. Individuals already holding a Doctoral degree in a field are not eligible to apply for this fellowship. Contact the Institute of Black Life at 974-4727.

W.E.B. DuBois Graduate Fellowship. This need-based fellowship provides full-time tuition plus a 2-year, \$8,000 annual stipend for masters-level and a 3-year, \$12,000 annual stipend for doctoral level students. Academically talented students, who demonstrate need (as determined by FASFA), are preferred. Strong consideration is given to academically talented, first generation students who are traditionally underrepresented in graduate programs with an emphasis on promoting diversity in disciplines such as physics, engineering, philosophy, marine science, mathematics, psychology, and selected disciplines in education (i.e., math, science, and special education). For questions or additional information contact Rod Hale at 974-3412.

IX. OVERVIEW OF PROGRAM FACULTY

Overview of Faculty Structure

The Educational Psychology Doctoral Program Specialization's Core Faculty includes those faculty members who have earned a doctoral degree in psychology, educational psychology, applied developmental psychology, or a related field, and whose primary academic responsibility is to the Educational Psychology Program in the Educational and Psychological Studies Department with regard to teaching, research, and service. Program core faculty include:

- **Dr. Sarah Kiefer, Program Coordinator.** Dr. Kiefer represents the Educational Psychology program on the Leadership Team of the Educational and Psychological Studies Department. She also leads the meetings of the Educational Psychology faculty members, who meet monthly or bimonthly to review policies and to establish and monitor the program guidelines.
- **Dr. Lisa Lopez, Course Scheduling.** Dr. Lopez schedules courses in the fall, spring, and summer courses. Please contact her regarding course scheduling questions or clarifications.
- **Dr. Tony Tan, Admissions.** Dr. Tan serves as the program contact for interested and prospective students. Please contact him regarding questions or clarifications regarding admission to the program.

Affiliated Faculty involve faculty who contribute to the Educational Psychology Program through periodic instruction, working with students on research, or providing services to the area by servicing on dissertation committees.

Program Core Faculty

The Educational Psychology Program Specialization is administratively housed in the Educational and Psychological Studies Department. Program core faculty who are accepting doctoral students at the present time all have significant teaching responsibilities with students, and they actively help form program policies and procedures. Core Faculty currently consists of:

Darlene DeMarie, Ph.D. (University of Florida)

Associate Professor

Contact: 813-974-7209; demarie@usf.edu

Dr. DeMarie earned a Ph.D. in Developmental Psychology from the University of Florida. She researches children's memory development, with emphasis on the strategies children use for learning new information. She also uses photography with preschool and elementary school children as a way to reveal their school experiences through their own eyes. From 2007 to 2009 she was a Fulbright Scholar at the University of Limpopo, a historically Black university located in the northern, rural part of South Africa. There she co-created a child care center that currently enrolls 52 children between ages 2 and 6. She was the Program Coordinator for

Educational Psychology from 2006-2012 and has conducted teacher professional development in South Africa, India, and Jamaica.

- **Research Interests:** The development of elementary school children's strategies for learning and memory development, working memory as a predictor of academic achievement, and the use of photography for cross-cultural research with young children to look at children's experiences through their own eyes. During the years she was a Fulbright Scholar to South Africa (2007-2008 & 2008-2009), she co-created a child care center in northern, rural South Africa.
- **Teaching Interests:** Child development; theories of development; cognitive development; memory.
- **Classes in Doctoral Program:** Advanced Developmental Theories, Cognitive Issues in Instruction, Professional Seminar, Research Practicum

Sample Publications:

- DeMarie, D., Flores, R., et al. (2017, in press). *High 5: Must-Task Questions for Parents in Search of the Best Early Childhood Program*. Washington DC: American Psychological Association.
- Bugos, J., & DeMarie, D. (2017). The effects of a short-term music program on preschool children's executive functions. *Psychology of Music, 1*, 1-13. doi: 10.1177/0305735617692666
- Luccariello, J. M., Nastasi, B. K., Dwyer, C., Skiba, R., DeMarie, D., & Anderman, E. M. (2016). Top 20 psychological principles for pK-12 Education. *Theory into Practice, 55*(2), 86-93. doi:10.1080/00405841.2016.1152107
- DeMarie, D., & Cherian, L. (2012). The birth of a South African child development center for 2- to 6-year-olds: An international partnership. *Young Children, 67*(6), 34-39.
- Luccariello, J., Graham, S., Nastasi, B., Dwyer, C., Skiba, R., Plucker, J., Pitoniak, M., Brabeck, M., DeMarie, D., Pritzker, S., & Subotnik, R. (2015). *Top twenty principles from psychology for prek-12 teaching and learning*. Washington DC: American Psychological Association. English (original): <http://apa.org/ed/schools/cpse/top-twenty-principles.pdf> Translated to 5 different languages (e.g., Spanish, Mandarin, Turkish, Slovenian, etc.)
- DeMarie, D. (2010). "Successful" versus "unsuccessful" schools through the eyes of children: The use of interviews, autophotography, and picture selection. *Early Childhood Research & Practice, 12*(2). Available in English: <http://ecrp.uiuc.edu/v12n2/demarie.html>.
- Allsopp, D., DeMarie, D., McHatton, P., & Doone, E. (2006) Bridging the gap between theory and practice: Connecting courses with field experiences. *Teacher Education Quarterly, 33*(1), 19-35.
- DeMarie, D., Miller, P. H., Ferron, J., & Cunningham, W. R. (2004). Path analysis tests of theoretical models of children's memory performance. *Journal of Cognition and Development, 5*(4), 461-492.
- DeMarie, D., Aloise-Young, P., Popham, C. L., Muransky-Doran, J. M., & Gerda, J. H. (2004). College students' knowledge and memory: Evidence for a non-linear relation between knowledge and memory. *Canadian Journal of Experimental Psychology, 58*(3), 181-195.

DeMarie, D., & Ferron, J. (2003). Capacity, strategies, and metamemory: Tests of a three-factor model of memory development. *Journal of Experimental Child Psychology*, 84(3), 167-193.

Sarah Kiefer, Ph.D. (University of Illinois, Urbana-Champaign)
Associate Professor

Contact: 813-974-0155; kiefer@usf.edu

Dr. Sarah Kiefer earned her Ph.D. in Educational Psychology in 2007 from the University of Illinois at Urbana-Champaign. Dr. Kiefer's research specializes in adolescent motivation and development and focuses on supporting the adolescent learner by examining the interplay between social and academic factors at school. Her main research goal is to increase researchers' and practitioners' understanding of motivation and development in order to best support the needs of adolescents. Dr. Kiefer is actively involved in students' dissertation committees. She enjoys working with students in her Adolescent Motivation and Development Research Lab on topics related to adolescent motivation, peer relations, and the role of teachers in supporting learners. Dr. Kiefer is currently accepting Ph.D. students.

- **Research Interests:** Dr. Kiefer has three active and interrelated strands of research: 1.) examining adolescents' academic and social motivation, how it develops over time, and how it relates to social, psychological, and academic adjustment; 2.) identifying the role of peer relationships in adolescent development and school adjustment; and 3.) promoting developmentally responsive learning environments.
- **Teaching Interests:** Human development and learning; motivation; adolescent development; peer relationships; innovative and creative thinking.
- **Classes in Doctoral Program:** Adolescent Development, Professional Seminar, Research Practicum, Supervised Experience in College Teaching

Sample Publications: (*Graduate student co-authors are indicated by an **)

Kiefer, S. M., & Pennington, S. (2017). Associations of teacher autonomy support and structure with young adolescents' motivation, engagement, belonging, and achievement. *Middle Grades Research Journal*, 11(1), 29-46.

*Kiefer, S. M., & Wang, J. H. (2016). Associations of coolness and social goals with aggression and engagement during adolescence. *Journal of Applied Developmental Psychology*, 44, 52-62. doi: 10.1016/j.appdev.2016.02.007

Kiefer, S. M., & Shim, S. S. (2016). Academic help-seeking from peers during adolescence: The role of social goals. *Journal of Applied Developmental Psychology*, 42(1), 80-88. doi: 10.1016/j.appdev.2015.12.002

Kiefer, S. M., Alley, K. M., & Ellerbrock, C. R. (2015). Teacher and peer support for early adolescent motivation, engagement, and school belonging. *Research in Middle Level Education Online*, 38(8), 1-18. doi:10.1080/19404476.2015.11641184

Ellerbrock, C. R., Kiefer, S. M., & Alley, K. (2014). School-based interpersonal relationships: Setting the foundation for young adolescents' belonging in middle school. *Middle Grades Research Journal*, 9(2), 1-17.

- *Kiefer, S. M., Ellerbrock, C. R., & Alley, K. (2014). The role of responsive teacher practices in supporting academic motivation at the middle level. *Research in Middle Level Education Online*, 38(1), 1-16. doi:10.1080/19404476.2014.11462114
- Shim, S. S., Kiefer, S. M., & Wang, C. (2013). Help-seeking amongst peers: The role of goal structure and peer climate. *The Journal of Educational Research*, 106(4), 290-300. doi:10.1080/00220671.2012.692733
- *Kiefer, S. M., Matthews, Y., Montesino, M., Arango, L., & Preece, K. (2013). The effects of contextual and personal factors on young adolescents' social goals. *The Journal of Experimental Education*, 81(1), 1-24. doi:10.1080/00220973.2011.630046
- Kiefer, S. M., & Ellerbrock, C. R. (2012). *Caring and fun*: Fostering an adolescent-centered community within an interdisciplinary team. *Middle Grades Research Journal*, 7(3), 1-17.
- Kiefer, S. M., & Ryan, A. M. (2011). Students' perceptions of characteristics associated with social success: Changes over time during early adolescence. *Journal of Applied Developmental Psychology*, 32, 218-226. doi:10.1016/j.appdev.2011.05.002

Lisa M. López, Ph.D. (University of Miami)

Associate Professor

Contact: 813-974-1260; lmlopez@usf.edu

Dr. López earned her Ph.D. in Applied Developmental Psychology from the University of Miami and completed an NSF-funded post-doctoral fellowship in Language and Literacy at the Harvard Graduate School of Education. Her research agenda involves furthering our understanding of, and improving upon, the educational and environmental opportunities of Latino Dual Language Learner children in the U.S. Dr. Lopez has a strong ongoing partnership with the local Head Start grantee and conducts applied research in Head Start classrooms through the Tampa Bay area. Dr. Lopez works closely with doctoral students, mentoring students as part of her Bilingual School Readiness lab on topics related to the social-emotional and academic development of Latino children, training teachers on working with DLLs, and increasing language and literacy skills among at-risk populations. Dr. Lopez is actively involved in student dissertation committees and is currently accepting Ph.D. students.

- **Research Interests:** Dr. Lopez currently has three active interrelated research strands: 1.) Identifying the developmental trajectory of school readiness skills for young Latino DLL children; 2.) Applying an ecological perspective (i.e. home and classroom factors) to better understand the developmental trajectory of school readiness skills in these children; and 3.) Identifying and developing curricula and assessments that better serve the needs of these children.
- **Teaching Interests:** Child development; language and literacy development; second language acquisition; theories of development; research methodology.
- **Classes in Doctoral Program:** The Psychology of Oral and Written Language Development, Professional Seminar, Research Practicum, Supervised Experience in College Teaching

Sample Publications:

- Bulotsky-Shearer, R.J., López, L.M., & Mendez, J. (2016). The Validity of Interactive Peer Play Competencies for Spanish speaking Latino Preschool Children from Low-income Households. *Early Childhood Research Quarterly*, 34, 78-91. doi: 10.1016/j.ecresq.2015.09.002.
- Sawyer, B., Hammer, C.S., Cychk, L., Lopez, L.M., Blair, C., & Sandilos, L. (2016). Preschool teachers' language and literacy practices with dual language learners. *Bilingual Research Journal*, 39(1), 35-49.
- Sandilos, L.E., Cyck, L., Hammer, C.S., Sawyer, B., Lopez, L.M., & Blair, C. (2015). Depression, control, and climate: An examination of factors impacting teaching quality in preschool classrooms. *Early Education and Development*, 26(8), 1111-1127. doi: 10.1080/10409289.2015.1027624
- Sandilos, L.E., Lewis, K. Komaroff, E., Hammer, C.S., Scarpino, S.E., López, L.M., Rodriguez, B., & Goldstein, B. (2015). Analysis of bilingual children's performance on the English and Spanish versions of the Woodcock-Muñoz Language Survey-R (WMLS-R). *Language Assessment Quarterly*, 12(4), 386-408. doi: 10.1080/15434303.2015.1100198
- Hammer, C.S., Komaroff, E., Rodriguez, B.L., López, L.M., Scarpino, S., & Goldstein, B. (2012). Predicting Spanish-English bilingual children's language abilities. *Journal of Speech, Language, and Hearing Research*, 55(5), 1251-1264. doi: 10.1044/1092-4388(2012/11-0016)
- López, L. M. (2012). Assessing the phonological skills of bilingual children from preschool through kindergarten: Developmental progression and cross language transfer. *Journal of Research in Childhood Education*, 26(4), 371-391. doi: 10.1080/02568543.2012.711800.
- López, L. M. (2011). Language and the educational setting. In B.A. Goldstein (ed.) *Bilingual language development and disorders in Spanish-English speakers*, 2nd Edition. Baltimore, MD: Brookes Publishing Inc.
- López, L. M., & Tápanes, V. (2011). Latino children attending a two-way immersion program in the United States: A comparative case analysis. *Bilingual Research Journal*, 34(2), 142-160. doi:10.1080/15235882.2011.598087
- Páez, M. M., Tabors, P. O., & López, L. M. (2007). Dual language and literacy development of Spanish-speaking preschool children. *Journal of Applied Developmental Psychology*, 28(2), 85-102.
- López, L. M., & Greenfield, D. B. (2004). The cross-language transfer of phonological skills in Hispanic Head Start children. *Bilingual Research Journal*, 28(1), 1-18.

Tony Tan, Ed.D. (Harvard University)**Professor**

Contact: 813-974-6496; tan@usf.edu

Dr. Tan earned his Ed.D. in Human Development and Psychology in 2004 from Harvard Graduate School of Education. His doctoral training was on childhood trauma, risk and resilience. His research is informed by developmental and cultural theories on human development. Since graduate school, his research has been on the long-term development of

children who were adopted from China and who are growing up in the US and Canada. He uses large-scale, multi-phase, and multi-informant methods to obtain longitudinal data on the adoptees' social-behavioral adjustment from adoptive parents, teachers and adopted youth themselves. In recent years, Dr. Tan has expanded his research to study early adversity, China-to-US immigrant and Chinese children's mental health and academic functioning. Dr. Tan has served on many students' dissertation committees. As an advisor, Dr. Tan enjoys working with motivated Ph.D. students who are interested in topics related to adoption, immigration, mental health, psychological trauma, and academic functioning. He is accepting Ph.D. students.

- **Research interests include** the social-emotional and academic outcomes of children adopted from China.
- **Teaching Interests:** Human development and personality theories; resilience in human development; childhood trauma and development. Research Interests: The post-adoption social and emotional adjustment of children adopted from China; the development of ethnic identity of Chinese adoptees.
- **Classes in Doctoral Program:** Risk and Resilience, Professional Seminar, Research Practicum

Sample Publications: (*Graduate student co-authors are indicated by an **)

- Tan, T. X., Smith*, V. L. S., & Norton*, A. L. (2017). Explicit and implicit attitudes of mental health trainees towards transracial adoptive families headed by heterosexual, lesbian and gay couples. *Journal of Gay & Lesbian Social Services*, 29(3), 233-251. doi:10.1080/10538720.2017.1320256
- Tan, T. X., Wang*, Y., & Ruggerio*, A. D. (2017). Childhood adversity and children's academic functioning: Roles of parenting stress and neighborhood support. *Journal of Child and Family Studies*, doi:10.1007/s10826-017-0775-8.
- Rice*, J. L., & Tan, T. X. (2017). Youth psychiatrically hospitalized for suicidality: Changes in familial structure, exposure to familial trauma, family conflict, and parental instability as precipitating factors. *Children and Youth Services Review*, 73, 79-87.
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- Tan, T. X., Mahoney*, E. E., Jackson*, A., & Rice*, J. (2016). East meets west: Influence of adopted Chinese girls' sleep problems on adoptive parents' self-judgment on

parenting. *Behavioral Sleep Medicine*, 20(3), 1-14.

Tan, T. X., & Marfo, K. (2016). Pre-adoption adversity and behavior problems in adopted Chinese children: A longitudinal study. *Journal of Applied Developmental Psychology*, 42, 49-57.

Dr. Kofi Marfo
Emeritus Professor

Dr. Marfo has held positions in five universities, including four in Canada and the US. He has taught courses on cognition, learning and instruction, philosophies of inquiry, and typical and atypical development. He has published on early development, parent-child interaction, childhood disability, internationally adopted children, and child development research in Africa. He has edited five books and published 75 journal articles and book chapters, with citations appearing in over 140 different journals. He has delivered keynote addresses in Australia, Canada, Germany, New Zealand, and South Africa. His honors include a Spencer Fellowship, an Irving B. Harris Leadership Fellowship, and a Residential Fellowship at the Center for Advanced Studies in the Behavioral Sciences, Stanford. **Note:** Dr. Marfo is not accepting students.

- **Research Interests:** Dr. Marfo has four research strands: 1.) developmental science and social policy; 2.) philosophical issues in the social/behavioral sciences and education; 3.) typical and atypical development in early childhood; and 4.) child development research capacity building in Africa.
- **Teaching Interests:** human development and learning; cognition and instruction; philosophical issues in inquiry in the social, behavioral, and educational sciences.

Sample Publications:

Marfo, K. (2011). Envisioning an African child development field. *Child Development Perspectives*, 5(2), 140-147.

Marfo, K., Pence, A. R., LeVine, R. A., & LeVine, S. (2011). Strengthening Africa's contributions to child development research: An introduction. *Child Development Perspectives*, 5(2), 104-111.

Mwaura, P. A. M., & Marfo, K. (2011). Bridging culture, research and practice in early childhood development: The Madrasa Resource Centers in East Africa. *Child Development Perspectives*, 5(2), 134-139.

Marfo, K., & Biersteker, L. (2011). Exploring culture, play, and early childhood education practice in African contexts. In S. Rogers (Ed.), *Rethinking play and pedagogy in early childhood education: Contexts, concepts and cultures* (pp. 73-85). London: Routledge.

Pence, A. & Marfo, K. (2011). Early childhood development in Africa: Interrogating constraints of prevailing knowledge bases. In I. Siraj-Blatchford & A. Mayo (Eds.), *Early childhood education, Volume 4: Current debates in early childhood education research*. London: SAGE Publishers. [Reprinted from *International Journal of Psychology*, Volume 43, 78-87].

Affiliated Faculty

Affiliated Faculty members have their primary teaching, research, and service in another department at the University. They have expertise in some aspect of educational psychology, and they can serve on students' committees. On occasion, students may be invited to work with one of them on a research project.

Dr. Judith Bryant

Department of Psychology, USF College of Arts and Sciences

<http://psychology.usf.edu/faculty/jbryant/>

Dr. Doug Rohrer

Department of Psychology, USF College of Arts and Sciences

<http://psychology.usf.edu/faculty/drohrer/>

Dr. Tiina Ojanen

Department of Psychology, USF College of Arts and Sciences

<http://psychology.usf.edu/faculty/tojanen/>

X. THE GRADUATE SCHOOL PROGRAM

There are a number of academic policies and procedures at the University, Graduate School, and College levels of which students must be aware of and adhere to. These are documented in each year's USF Graduate School Catalog and in the College of Education's Graduate Handbook: Policies and Procedures (Note: these documents are available online at: www.grad.usf.edu and www.coedu.usf.edu). All Educational Psychology students should consult with the Graduate School Catalog and the College of Education Handbook. The University and Educational Psychology Program will not be held accountable for information or actions that students were not aware of or did not take due to their failure to read these policy documents or checking the website.

The University of South Florida and all its colleges, departments, and programs establish certain academic requirements that must be met before a degree is granted. Advisers, program coordinators, department chairs, and deans are available to help the student understand and arrange to meet these requirements, but the student is responsible for fulfilling them. If at the end of a student's course of study requirements for graduation have not been satisfied, the degree will not be granted. For this reason it is imperative that all students acquaint themselves with all regulations, remain currently informed throughout their graduate careers, and realize they are responsible for completing requirements. Courses, programs, and requirements described in the Catalog may be suspended, deleted, restricted, supplemented, or changed in any other manner at any time at the sole discretion of the University and the Florida Department of Education.

Availability of Courses

Some courses are only offered when there is sufficient demand to justify them. Some courses, for example, may be offered only in alternate semesters or years, or even less frequently if there is little demand. Course numbers also may change over time, so the number in the department may no longer be the number that is listed in course offerings. For a list of current course descriptions, refer to the Search-A-Bull database online at: www.ugs.usf.edu/sab/sabs.cfm

Below are the topics of information available on the 2014-2015 Graduate School Policies and Procedures website www.grad.usf.edu/policies.php

Academic Policies

www.grad.usf.edu/policies_Sect7_full.php#enroll

- USF Full-Time Student Definition
- Continuous Enrollment for All Graduate Students
- Readmission Following Non-enrollment
- Enrollment during Comprehensive Exams and Admission to Candidacy
- Dissertation Hours
- Enrollment during Semester of Graduation
- Probation
- Transfer of Credit
- Appeals Regarding Academic Status

Incomplete (“I”) Grade Policy

www.grad.usf.edu/policies_Sect7_full.php#incomp

An Incomplete grade (“I”) is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. This applies to all gradable courses, including pass/fail (S/U).

Students may only be eligible for an “I” when:

- the majority of the student’s work for a course has been completed before the end of the semester
- the work that has been completed must be qualitatively satisfactory
- the student has requested consideration for an “I” grade as soon as possible but no later than the last day of finals week.

The student must request consideration for an Incomplete grade and obtain an “I” Grade Contract from the instructor of record. Even though the student may meet the eligibility requirements for this grade, the course instructor retains the right to make the final decision on granting a student's request for an Incomplete. The course instructor and student must complete and sign the “I” Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/ instructor as long as it does not exceed one semester from the original date grades were due for that course. The instructor must file a copy of the “I” Grade Contract in the department that offered the course and the Graduate School by the date grades are due. The instructor must not require students to either re-register for the course or audit the course in order to complete the “I” grade. Students may register to audit the course, with the instructor’s approval, but cannot re-take the course for credit until the I grade is cleared.

An **I** grade not cleared within the next academic semester (including summer semester) will revert to the grade noted on the contract. **I** grades are not computed in the GPA, but the grade noted on the contract will be computed in the GPA, retroactive to the semester the course was taken, if the contract is not fulfilled by the specified date. When the final grade is assigned, if applicable, the student will be placed on academic probation or academically dismissed (refer to Automated Academic Probation Procedures for information). Students cannot be admitted to doctoral candidacy or certified for graduation with an “**I**” grade. Students cannot be admitted to doctoral candidacy or certified for graduation with an “**I**” grade. For more information on the “Incomplete” Grade Policy and the Incomplete Grade Contact Form, go to: www.grad.usf.edu/inc/linked-files/Incomplete_Grade_Contract.pdf

Missing (“M”) Grades

www.grad.usf.edu/policies_Sect7_full.php#missing

The University policy is to issue an **M** grade automatically when the instructor does not submit any grade for a graduate student. Until it is removed, the **M** is not computed in the GPA. To resolve the missing grade, students receiving an **M** grade must contact their instructor. If the instructor is not available, the student must contact the instructor’s department chair. Courses with an **M** grade may not be applied to the degree program requirements. Students with an **M** grade will not be admitted to doctoral candidacy until the **M** grade is resolved.

Continuing Registration Grades (“Z”)

www.grad.usf.edu/policies_Sect7_full.php#contregis

The **Z** grade shall be used to indicate continuing registration in multi-semester internship or thesis/dissertation courses where the final grade to be assigned will indicate the complete sequence of courses or satisfactory completion of the thesis/dissertation. Upon satisfactory completion of a multi-semester internship or thesis/dissertation, the final grade assigned will be an **S**. The Graduate School submits the change of grade for the last registration of thesis/dissertation courses once the thesis/dissertation has been accepted for publication.

Note: Graduation will not be certified until all courses have been satisfactorily completed. No grade changes will be processed after the student has graduated except in the case of University error. Procedures requiring petitions are processed through the Graduate School.

Student Leave Policy

www.grad.usf.edu/policies_Sect7_full.php#loa

Under extenuating circumstances, as determined by the Program Coordinator and upon recommendation by the student's major professor, a student may request a leave of absence from the Educational Psychology Program. The leave may not be more than three (3) consecutive semesters (i.e., one calendar year) in duration. The request must be made in writing to the Program Coordinator. The request and a copy of the response from the Program Coordinator and will be filed in the student's permanent folder.

University policy states that a student maintains his/her choice of catalog, and, thus, the program (and requirements) described at matriculation as long as s/he earns credit in two (2) terms per academic year. Therefore, a student taking a full year's leave of absence would lose choice of catalog and return to the program under a new catalog with potentially different program descriptions and requirements.

Relative to dissertation, the student may lose any progress on that project, if it is affected by the leave of absence. Ultimately, the student's dissertation status upon taking the leave and upon returning to the program will be determined by the Dissertation Chair in consultation with the Dissertation Committee Members.

If a student's leave of absence extends beyond two (2) terms, but less than six (6) terms, the student must file a new application with the Graduate School in the Office of Admissions. No new transcripts or fees are required with this application. If the leave of absence is six (6) or more terms, the student must re-apply through the Office of Admissions and meet all current requirements including Program approval.

Finally, a student who has been accepted into the Educational Psychology Program may defer that acceptance for no more than one calendar year. If the deferment extends beyond that year, the student will have to re-apply to the program using the normal application process. This year of deferment will not constitute a leave of absence. Thus, the student who has deferred entrance for a year may still receive up to a year's leave of absence after normal matriculation.

Registration Information

www.grad.usf.edu/policies_Sect5_full.php#regis

Office of the Registrar

Website: www.registrar.usf.edu
 E-mail: regquest@admin.usf.edu
 Phone: 813-974-2000

The Office of the Registrar maintains the official academic records for all students and course registrations for currently enrolled students. Students are encouraged to contact the Office of the Registrar about general questions concerning academic policies and procedures of their current registration or academic record. Note: Each student must be aware of the University's academic policies and procedures insofar as they affect him/her.

Register for Classes

To register for classes students must login to the OASIS system. Current course offerings and registration requirements are listed in the Schedule of Classes. Note that some courses may require permits from the department for registration.

OASIS: https://webauth.usf.edu/login?service=https://usfonline.admin.usf.edu/pls/prod/twbkwbis.p_genmenu2?name=homepage

Schedule: www.registrar.usf.edu/ssearch/search.php

Late Registration

Degree-seeking students who do not register prior to the first day of classes may late-register the first week of classes. A late registration fee is charged during this week. To avoid cancellation of registration, fees and tuition are due and payable for all registered courses of record on the fifth day of classes (end of drop/add period). Students are responsible for verifying the accuracy of their course registration by the end of the drop/add period (i.e. by the fifth day of classes). In the event there are courses incorrectly listed or missing on the record, students should go into OASIS and make the necessary corrections. Course registration not corrected by the end of the fifth day of classes will result in liability of tuition and fees. If courses need to be added or dropped after the fifth day of classes, refer to the Add / Drop sections of the Catalog.

State University System (SUS) Immunization Requirement

The SUS requires all students under the age of 40 to present acceptable, documented proof of immunity to measles and/or rubella or to secure an approved medical or religious exemption as a condition of registration. All students born after December 31, 1956 must submit documented proof of immunity to measles. Acceptable proof of immunity must be received prior to a student's being permitted to register. Students may present the document proof of immunization to:

Student Health Services
 University of South Florida
 4202 East Fowler Avenue, SHS 100
 Tampa, FL 33620-6750
 Fax: (813) 974-5888
 Telephone: (813) 974-4056

The required Immunization Form to be completed by students and additional information regarding this policy also may be obtained at the above address.

Florida Residency for Tuition Purposes/Current Residency Policy

Nonresident graduate students (U.S. citizens and resident aliens) will not be eligible to apply for residency for tuition purposes, unless they meet all residency requirements (see SB 1696) before initial enrollment at USF. The law basically requires that an independent U.S. Citizen/permanent resident alien student or a dependent student's parent/legal guardian have established and maintained a LEGAL Florida Residency and physical presence in Florida for at least 12 months before the first day of classes of the term for which Florida status is sought.

The University of South Florida is required to obtain documentation of 12 months legal residence and physical presence before a student is classified as a Florida resident for tuition purposes. A student is required to request Florida residency in writing through the Request for Change of Residency Status form, and submit supporting documents no later than the end of the first week of classes in the term for which re-classification is sought.

The following is acceptable, non-conclusive evidence of the establishment of a legal residence in Florida. At least one such document must be dated or issued at least 12 months before the first day of classes of the term for which Florida residency is sought:

1. Proof of purchase of permanent home in Florida.
2. Declaration of domicile.
3. Florida driver's license.
4. Florida voter's registration.
5. Florida vehicle registration.
6. Florida title.
7. Professional/occupational license in Florida.
8. Florida incorporation or other evidence of legal residence in Florida.
9. Full-time, non-temporary employment in Florida.

PLEASE NOTE: Rent receipts, leases, employment records, tax returns, school/college records are NOT evidence of establishing a legal Florida residence, but may provide evidence of physical presence. Students who are dependent on out-of-state parents or who come to Florida for educational purposes are generally ineligible for reclassification to Florida status.

In rare cases, the law allows some students (e.g., military, public school teachers, etc.) who do not meet the basic requirements to be classified as Florida residents for tuition purposes. For more information about exceptional categories, contact the Office of the Registrar.

XI. Appendix A. Student Annual Review Portfolio

Purpose and Goal

The purpose of the annual review portfolio is for doctoral students to develop a professional body of work that provides a comprehensive view of the knowledge, experience, skills, and practice that they are developing in the field of educational psychology. The portfolio is an opportunity for students to professionally present themselves as a researcher, educator, and leader in the field of educational psychology. The portfolio provides an opportunity for students to reflect on their accomplishments, gaps in experiences, and future goals. The portfolio also provides an opportunity to reinforce the importance of professional development, to document professional skills, and to evaluate individual students as well as the Program. It is our goal that eighty percent of students in the program will exit having produced no less than two published articles (including co-authored/non-lead authored manuscripts), three conference presentations, satisfactory teaching evaluations, and some indications of professional service.

Content

Each doctoral student is responsible for preparing a portfolio that includes the following:

1. Annual Review Checklist
2. Program Development (Committee Membership, Program of Study)
3. Curriculum Vita
4. Narrative overview of research, teaching, and service activities
5. Documentation of professional activities and accomplishments
6. Goal statement for the upcoming year

The student's major professor is encouraged to meet with the student throughout the year to review portfolio materials and to provide the student with feedback regarding his/her progress in the doctoral program. Each student will upload their portfolio to a designated Blackboard site using a free online portfolio service (e.g., livebinder www.livebinders.com or weebly www.weebly.com). Materials are due by May; the specific due date will be announced each year.

Feedback

The major professor and doctoral faculty will review the portfolio and provide a narrative evaluation of the student's progress toward meeting the program goals in the previous year and the goals they set for the upcoming year. The major professor will meet with their student to discuss the annual review. The outcomes of the meeting are used as a platform for goal setting for the next year. The doctoral student will review and sign the Annual Review Summary Report. Signing the report indicates that the doctoral student has read the narrative evaluation. The doctoral student's signature indicates review only, and does not imply consent, approval, or agreement. The doctoral student may file a response to the narrative evaluation. If a response is filed, the response will be attached to the annual review for that year and will become part of the personnel file of the doctoral student.

Guidelines for Annual Review Narrative

In the narrative, provide an overview of your progress during the previous academic year. The doctoral faculty will see the list of accomplishments on your vita, but your vita may not

reflect the scope of your work. For example, you may have collected extensive data for a research project or worked with a faculty member to develop a new course.

Research

The purpose of the annual portfolio review in regards to students' research engagement is to evaluate the quality of students' work and their accomplishment of the research competencies. Research may be disseminated in many forms (e.g., articles, presentations, invited papers, book chapters, videos, grants, etc.). You may find it helpful to think of your work in stages of development and dissemination.

Stage 1 is published, presented, accepted

Stage 2 is submitted for review

Stage 3 is in-progress

Stage 4 is conceptual thinking/planning

Your vita should contain work that was published or presented during the year (Stage 1) but your annual review narrative should explain the other phases of your work. Provide a summary of the research projects you conducted and a status of your manuscript development.

Teaching

The purpose of the annual portfolio review in regards to students' teaching engagement is to evaluate students' teaching evaluations and progression towards becoming an effective educator at the college level. Evaluation of student teaching engagement will include formal teaching requirements (if applicable), as well as a range of more informal teaching experiences (e.g., class presentation and/or discussion, guest lecture, workshop facilitation, research training session). For formal teaching requirements, there should be documentation of students' teaching goals/objectives and how these were met through teaching an individual lesson or semester course. Address student evaluation comments and discuss the ways in which you have adjusted instruction to meet their needs. Documentation should also include reflection as to how students can continue to improve their teaching effectiveness.

Required:

- Formal Teaching Materials
 - Course evaluations – quantitative and qualitative data
 - Course syllabi
- Informal Teaching Materials
 - Class presentation/discussion materials
 - Guest lecture materials
 - Workshop facilitation materials
 - Research training materials

Other materials that may guide your narrative:

- Evidence of reflection, growth, and change (i.e., change in syllabus, adjustments based on mid-semester feedback, professional development, your ability to write a reflective piece about your teaching, student products)
- Congruence between teaching beliefs and practice
- Writing and research based on teaching
- Observations and critiques from colleagues, faculty, or the chair

- Teaching new courses
- Examine and document students' learning outcomes
- Student products
- Course development

Service

Doctoral students are expected to participate in the university community as well as within the larger scholarly community. Service opportunities are available for you across the university and in local, state, or national organizations. One aspect to consider is the amount of time you spend in service, another aspect to consider is the role that you play (chair vs. member), and a third aspect to consider is the product that comes out of the work.

Level of service

- Department/College/University
- Professional service: local, state, and national organizations and journals
- Community service related to the doctoral student's interests
- Collegiality: promotes program mission and goals; peer mentoring

Educational Psychology Doctoral Program Annual Review Portfolio Checklist

Below is a checklist for the doctoral student annual review portfolio. Please see rubrics for Research and Scholarship, Teaching, Service, and the Narrative for more information.

Year (check 1): ___ Year 1 ___ Year 2 ___ Year 3 ___ Year 4 ___ Candidacy

Sections

_____ Annual Review Checklist

_____ Program Development

_____ Committee Membership

_____ Program of Study

_____ Curriculum Vita

_____ Narrative

Your reflective narrative should address your growth and development in your doctoral program in the areas of research, teaching, and service. Address what you have learned and connections between your coursework and areas of research interest.

_____ Documentation of Professional Activities and Accomplishments

Research:

_____ Summary of research involvement with professor

_____ Summary of your own research/areas of interest to be explored

_____ Citation and copy of each presentation

_____ Citation and copy of each publication

Teaching:

_____ Course number and title, semester(s) supervised, course syllabus

_____ Example of course material(s) developed by graduate student

_____ Evaluation of doctoral student by students (mid-semester, end-of-semester)

_____ Alternate forms of teaching experiences (e.g., guest lecture, class

presentation)

Service:

_____ Documentation of your service at department or college level

_____ Documentation of your professional service

_____ Documentation of your community service

_____ Goal Statement for Upcoming Year

Identify goals for the upcoming year in research, teaching, and service.

**Educational Psychology
Doctoral Student Annual Review Portfolio**

Name _____

**Narrative Report of the Doctoral Student:
(Attach additional sheets if needed.)**

Overview of performance in the areas of Research, Teaching, Service

DOCTORAL STUDENT CURRICULUM VITA
Suggested Format
Name

Contact Information

Education

Professional Experience

Research

Journal Articles Published or In Press

Book Chapters Published or In Press

Books Published

Papers Delivered

Grants Received

Grant Proposals

Other Creative Activities (e.g. readwritethink.org lessons)

Research in Progress

University Teaching

Undergraduate Courses

Graduate Courses

Internship Supervision

Service

Department

College

University

Profession

Community

Professional Development

Awards and Honors

Professional Memberships

Educational Psychology
Doctoral Program Annual Review Rubric: Research and Scholarship

Primary Dimensions	Outstanding	Strong	Satisfactory	Weak
Coherent Research Program	The scholarly record reflects a highly-articulated, organized, coherent and systematic program of research.	The scholarly record reflects a fairly well-articulated, organized, coherent and systematic program of research.	The scholarly record suggests the beginnings of an organized, systematic research program and clear evidence of intent to develop a research program.	The scholarly record suggests contributions or scholarly activities which are not organized and coherent and show little intent to develop a research program.
Dissemination	Scholarly products are regularly disseminated through venues that include publication in the most respected/relevant journals in the field and presentations at the most respected professional conferences.	Scholarly products are generally disseminated through venues that include respected/relevant journals and conferences, but the choice of dissemination outlets is often in less selective journals/conferences.	Scholarly products are generally disseminated through less selective journals/conferences (local, state levels).	Limited dissemination of scholarly products in primarily less selective journals/conferences, or no dissemination of scholarly products.
Productivity Over Time	Research and scholarship reflect a high level of productivity that is consistent across the time period under evaluation.	Scholarly productivity is consistent across time, but the level of productivity is less than exceptionally high.	Scholarly productivity is adequate but not consistent across the time period under evaluation.	Scholarly productivity is inadequate and not consistent across the time period under evaluation.
Mentoring Relationship with Major Professor	Has been very responsive and proactively engages in mentoring relationship with the major professor with clear signs of success.	Has been responsive and engages in mentoring relationship with the major professor with less clear signs of success.	Has been somewhat responsive or passive in mentoring relationship with the major professor; with less clear signs of success.	Has not been responsive to being mentored by the major professor with limited to no evidence of success.
Resource Acquisition	Student has regularly and successfully sought out grants or other resources to support their research and scholarship.	Student has regularly attempted to seek grants or other resources to support their research and scholarship.	Student has occasionally sought out grants or other resources to support their research and scholarship.	Student has not sought out grants or other resources to support their research and scholarship.
Overall Engagement in Research and Scholarship	Involved in research projects in lead role. Submits IRB proposal. Engages in manuscript preparation and conference presentations as lead author/presenter. Evidence of publication. Engages in grant-seeking opportunities.	Engages in collaboration with faculty members. Completes IRB training. Collaborates with others on research projects, manuscript preparations, and conference presentations. Disseminates research through respected and relevant journals and conferences.	Beginning to actively participate in faculty research projects. Attempt to disseminate course papers or research.	Course papers are only source of research experience. Scholarship falls below average standards of quality in the field.

**Educational Psychology
Doctoral Program Annual Review Rubric: Teaching**

Primary Dimensions	Outstanding	Strong	Satisfactory	Weak
Reflection on Teaching (Narrative)	Teaching narrative reflects thoughtful, respectful, thorough consideration of feedback about teaching and consistent reflection about ways of improving or maintaining a high standard of teaching. When indicated, changes in behavior are evident. There is a clearly expressed alignment between the stated philosophy and teaching approach.	Teaching narrative reflects consideration of feedback about teaching and reflection about ways of improving teaching. When indicated, changes in behavior are evident. Correspondence between the stated philosophy and teaching approach is evident.	Teaching narrative reflects efforts to self-evaluate and attend to helpful feedback, but a corresponding change in teaching behavior is limited. Correspondence between the stated philosophy and teaching approaches is implied.	Teaching narrative reflects limited to no consideration of feedback about teaching and efforts to improve teaching are limited or not evident. Little to no correspondence is noted between the stated philosophy and teaching approaches.
Content Knowledge and Expertise	Syllabi and peer evaluations of instruction indicate course content is current. Syllabi contain and peer evaluations of instruction describe content that will prepare students to master the knowledge and skills identified by relevant learned societies or that reflect conscientious dissent from these standards. Department syllabi are used and elaborated upon.	Syllabi and peer evaluations of instruction indicate course content is current. Syllabi contain and peer evaluations of instruction describe content that will prepare students to master the knowledge and skills identified by relevant learned societies. Department syllabi are used and somewhat elaborated upon.	Syllabi and peer evaluations of instruction indicate course content contains some of the current issues in the field. Syllabi contain and peer evaluations of instruction describe content that will prepare students to master the knowledge and skills identified by relevant learned societies. Department syllabi are used.	Syllabi are not complete and reflective of learned society standards. Peer evaluations are missing or they indicate instructional practice is out of date, shallow and inaccurate. Department syllabi are either not used or syllabi used are incorrect, out of date, or inaccurate.
Course Delivery	Syllabi reflect a logical, thoughtfully sequenced course. Expectations are stated explicitly and assignments explained in detail. Student evaluations indicate that instruction was delivered effectively. Instructor was very prepared, explained concepts clearly, and effectively used a variety of instructional strategies to deliver content.	Syllabi are organized and class activities appear to be logically sequenced. Assignments are clearly explained. Student evaluations indicate that the instructor was prepared, explained concepts well, and used effective teaching strategies.	Syllabi suggest that the course format was adequately organized. Student evaluations for the most part report that the instructor was usually prepared, and explained concepts in comprehensible ways.	Student evaluations report that instruction was not clearly organized and the instructor was not well prepared, or that delivery of instruction was consistently inadequate.

Educational Psychology
Doctoral Program Annual Review Rubric: Teaching, Continued

Primary Dimensions	Outstanding	Strong	Satisfactory	Weak
Use of Instructional Techniques	Teaching materials, handouts, course format, instructional approaches are clearly aligned with the course objectives and are creative/innovative, reflecting a variety of instructional approaches.	Teaching materials, handouts, course format, instructional approaches are aligned with the course objectives and reflect a variety of instructional approaches.	Teaching materials, handouts, course format, instructional approaches are aligned with the course objectives and reflect some variation in approach.	Teaching materials, handouts, course format, instructional approaches show limited variety and are only somewhat aligned with the course objectives, or are not aligned with the course objectives nor varied in approach.
Skill in Responding to Individual Students' Needs/Interests	Teaching narrative, instructional materials, student evaluations, and observations of teaching indicate a high level of skill in involving and motivating all students. Individual students' needs and perspectives are clearly respected and valued.	Teaching narrative, instructional materials, student evaluations, and observations of teaching report a commitment to and general success in involving and motivating all students.	Teaching narrative, instructional materials, student evaluations, and observations of teaching reflect efforts to involve and motivate all students, but student feedback and teaching observations indicate some students' needs and perspectives are not being successfully addressed.	Teaching narrative, instructional materials, student evaluations, and observations of teaching report limited to no efforts to involve and motivate students with special needs. Further, little to no sensitivity to individual differences among students is evident.
Overall Teaching Engagement	Outstanding evaluations. Evidence of growth. Contributes to course revision. Consistently engages in reflection. Engages in collaborative partnerships.	Above average student evaluations. Reflects on student learning outcomes, making changes based on reflection. Evidence of growth. Seeks opportunities to observe others, attend workshops, and incorporate technology. Develops partnerships.	Average course evaluations. Shows limited reflection on student outcomes. Does not modify teaching as a result of reflection. Shows adequate improvement.	Below average student evaluations. No demonstration of reflection or improvement.

**Educational Psychology
Doctoral Program Annual Review Rubric: Service**

Primary Dimensions	Outstanding	Strong	Satisfactory	Weak
Department, College, or University	Narrative on service demonstrates high levels of leadership in at least one activity, project, or committee at the department or college level. Ongoing effort to consistently promote the goals and mission of the department and college are documented. Engages in peer mentoring.	Narrative on service demonstrates consistent contributions to benefit the department and demonstrates assistance on departmental projects and activities. Efforts to promote the goals and mission of the department and college are documented.	Narrative on service demonstrates occasional contributions to benefit the department and demonstrates assistance on departmental projects and activities. Efforts to promote the goals and mission of the department and college are documented.	Narrative on service does not demonstrate cooperation and/or collaboration to benefit the department. Does not promote the mission of the department and college.
Profession	Narrative on service consistently demonstrates a leadership role in his/her profession and or professional organizations.	Narrative on service shows general development of an on-going agenda of service to his/her profession and or professional organizations.	Narrative on service shows occasional engagement in an on-going agenda of service to his/her profession and or professional organizations.	Narrative on service demonstrates little or no cooperation or collaboration with professional organizations.
Community	Narrative on service demonstrates high levels of leadership with constituencies in the community.	Narrative on service demonstrates consistent cooperation and collaboration with constituencies in the community.	Narrative on service demonstrates occasional cooperation and collaboration with constituencies in the community.	Narrative on service demonstrates little to no cooperation and collaboration with constituencies in the community.
Overall Service / Professional Engagement	Serves as a reviewer for journals and organizations. Involvement in department and at the college level. Engages in professional activities with local schools and agencies. Demonstrates leadership with community constituencies. Strong collegiality; promotes program mission and goals; engages in peer mentoring.	Participates in department activities as well as professional organizations or community constituencies. Good collegiality and consistent support of program mission and goals.	Maintains memberships in professional organizations. Participates in department activities. Efforts to promote the goals and mission of the department are documented.	Attends meetings related to disciplines of study facilitated by faculty member(s). Demonstrates minimal collaboration with professional organizations and community constituencies. May demonstrate lack of collegiality.